

Analysis on the Design of a Mobile Contextual Learning Mode

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Abstract: *The mobile situational learning mode has obvious contemporary characteristics. Essentially, it belongs to the learning mode derived from information technology scenarios, which is different from the outdated learning mode in the past. With the development of the times and the progress of technology, its functions are becoming more and more diverse, and it is deeply concerned and valued by contemporary teachers and students. Overall, the mobile situational learning model is not only beneficial for improving students' autonomous learning thinking, but also for enhancing their level of autonomous learning and enabling more people to have a good learning attitude. Next, this article will rely on the "Research and Construction of Mobile Contextual Learning Mode" to systematically study the value and characteristics of this mode, and combine the research results to analyze mobile learning technology, in order to explore solutions to create a mobile situational learning mode and provide more positive and beneficial references.*

Keywords: mobile context; Learning mode; Design.

Since entering the 21st century, internet technology has made rapid progress, and mobile devices have become increasingly advanced, playing a crucial role in the development of society. With the increasing demand for learning, mobile learning has attracted attention from all parties. Actually, it belongs to a modern form of learning, and its value is self-evident. There is still broad application space in the future. From the perspective of the concept of mobile learning, there is currently no global consensus on this issue. From a practical application perspective, it is mainly based on digital learning and fully utilizes the advantages of mobile internet technology to ensure that everyone can break through time and space constraints and complete learning tasks. Currently, almost everyone agrees on the potential of mobile learning. If you want to understand its concept clearly, you must combine the following aspects: First, mobile learning is based on digital learning, which is an extension of the latter, and is essentially different from traditional learning forms. Michael Wenger, an e-learning expert from Sun Corporation, believes that mobile learning is not strictly a new thing. The logic behind this viewpoint is that paper books can still meet the needs of learners to learn at any time. In his view, textbooks themselves can meet the needs of mobile learning, and mobile learning has been achieved since textbooks were available. Secondly, mobile learning not only meets all the characteristics of digital learning, but also has its own initial characteristics, which means that learners do not have to sit in front of a computer and can use mobile portable devices to complete learning in various scenarios. At this point, not only can the scene be moved, but teachers and students can also move. Thirdly, regarding the implementation of mobile learning, in order to fully utilize all its functions, it is necessary to obtain the support of mobile internet technology and mobile devices. AI devices are representative of them. Sariol summarized the characteristics of mobile learning devices: portability, which requires their small size, low quality, and easy portability by individuals; No linearity, no need to connect with the support of mobile internet; Mobility, which means being able to meet the needs of applications in different scenarios. The mobile learning model based on scenario theory can ensure that everyone can interact with internal and external scenarios in any scenario, thereby internalizing the acquired knowledge and applying it.

1. ADVANTAGES AND CHARACTERISTICS OF MOBILE SITUATIONAL LEARNING MODE

At present, the correlation between technology and humanity is becoming increasingly close, which is conducive to improving the quality of life. Especially with the support of mobile terminal devices, human entertainment and learning experiences have become increasingly rich and diverse. From a learning perspective, traditional learning models mainly rely on teachers' oral instruction, which has limited value. To become excellent students, one must work harder than others, and the external environment does not bring much assistance. From a practical perspective, improving learning efficiency and quality solely through the efforts of schools and families is not enough. What truly plays a key role is the idea of students' self-directed learning, which takes one step. Step by step, enhance students' level of self-directed learning and ensure that they understand that learning needs to be based on themselves. The assistance provided by others besides themselves is ultimately limited. The mobile situational learning model is more likely to realize its own value in contemporary society. Usually, through

classroom teaching, students can acquire the knowledge they need, but the entire process is limited in time and always confined to a narrow classroom, resulting in students being unable to complete their learning according to their personal situation. In the long run, this will affect the formation of students' autonomous learning awareness. In the past, the teaching model was more of a cramming style, where the teacher taught what the students learned, and the entire process was led by the teacher. Students did not understand critical learning, resulting in long-term failure to ensure teaching effectiveness. On the contrary, mobile situational learning mode not only fully reflects students' subjectivity, but also allows them to independently plan learning plans and even learning content, fully enhancing their subjective initiative. In addition, this model can also guide students to communicate with teachers through online means, ensuring that they can immediately find the teacher to answer and solve their doubts after encountering learning difficulties. The entire process will no longer be limited by time and space, and its value is self-evident.

2. TECHNICAL FEATURES OF MOBILE LEARNING

Mobile learning has not appeared for a long time, and the practical cases are not rich enough. In summary, it belongs to the product of the information age, and the entire process must rely on mobile internet devices. Its role is to leverage the value of students' free time, enhance learning efficiency, guide them to correct learning habits, and improve the educational framework. Next, we will provide a detailed introduction to the technical features of mobile learning.

2.1 Creating Superior Conditions for Autonomous Learning

As is well known, autonomous learning is crucial for students. If students have a good concept of self-directed learning, they are naturally willing to devote more energy to learning, continuously improving their comprehensive qualities during learning, and laying a solid foundation for personal development in the future. The mobile situational learning model can effectively meet its autonomous learning needs, better supplement the science and technology education, make education and teaching more valuable, and make students the true learning subjects. There is no doubt about the richness of knowledge on the Internet. For students, they can fully obtain the knowledge they need through mobile internet devices, and its value is self-evident.

2.2 More effectively leverage the dual functions of entertainment and learning on mobile terminal devices

When it comes to mobile terminal devices, most people's first reaction is definitely smartphones. In everyone's opinion, smartphones can not only meet communication needs, but also entertainment needs. In fact, smartphones can also meet people's learning needs. Through mobile learning technology, students can fully utilize the learning functions of smartphones to assist themselves in learning, thereby mastering more knowledge and improving grades. With the development of market economy, employment issues.

It has become an urgent social problem to be solved in our country. If students want to improve their competitiveness in the human resources market, they must active learning more abundant knowledge and improve their comprehensive quality. Otherwise, there is a risk of being buried in the wave of employment and not being able to obtain satisfactory jobs in the future.

3. IMPLEMENTATION STRATEGIES FOR MOBILE SITUATIONAL LEARNING MODE

The mobile situational learning mode not only has rich functions, but also has unique characteristics. With the gradual expansion of application scope, more teachers and students are beginning to accept this model. For students, through mobile learning, the idea of self-directed learning is becoming increasingly high, and their ability to self-directed learning is becoming more prominent, leading to a good learning attitude and adding bricks and stones to their life journey. Rothman's three models of community organization include locality development, social planning and social action. These three models are the important approaches to community work and have their own characteristics. And this paper will focus on social planning model. Because social planning focuses more on solving substantive problems, it is very suitable to use in many social situations.

3.1 Respecting the subjectivity of students and exerting the guiding role of teachers

The development of mobile situational learning mode cannot be separated from the support of teachers. From the perspective of teachers, it is necessary to update their thinking and not carry out teaching work based on the traditional idea of "one family dominating". We should deeply recognize the subjectivity of students in learning and do a good job in guiding work on this basis. It is undeniable that almost all students cannot do without the support and assistance of teachers, but the latter must master the "degree" and actively rely on the exploratory teaching model to promote teaching work and complete teaching tasks. Enable students to have the ability to think independently and learn independently, ensuring that they ultimately have the initiative to learn. Furthermore, high-quality learning resources must be supported in order for the mobile situational learning model to realize its practical value. At this time, teachers must make more use of their after-school time and actively seek high-quality learning resources, this can facilitate everyone's learning.

3.2 Using real situations as carriers

The atmosphere of mobile learning situations is very important. To create a good atmosphere, one cannot do without the support of real situations. Teachers should fully coordinate the relationship between real and mobile situations in order to better stimulate students' enthusiasm. During this period, teachers also need to carry out a series of regulatory work to guide students in autonomous learning in a quantitative way. Pre class preparation and post class review are equally crucial, and the ability to develop excellent learning habits is also related to this aspect.

3.3 Fully utilize network platforms for communication

In the context of the Internet era, the internet has become very developed, and teachers and students can communicate through WeChat, QQ achieves interconnection and interoperability. For students, if they encounter problems that they cannot solve during the after-school learning period, they can contact the teacher immediately through chat software, and the teacher should answer the questions carefully after receiving them. Throughout the process, teachers should also encourage students to actively raise their own questions, in order to ensure the steady improvement of learning quality. Students should also be encouraged to achieve the goal of learning and progress together. Teachers should group students based on their learning situation and guide them to solve problems together in groups. When encountering unanswerable questions, the teacher will explain to the group members again. In addition to better ensuring the pertinence and effectiveness of classroom teaching, this can also fully mobilize students' enthusiasm for autonomous learning.

4. DISCUSSION

The results of the present study indicated that Chinese higher vocational college learners demonstrated a high preference for employing this strategy most frequently to control their motivation and interests when they achieved the objectives and goals of online English learning. This indicates that Chinese higher vocational college students prefer to use this strategy most frequently to regulate their motivation and interest when they accomplished the online English learning objectives and goals. Wolters (1999) defined the strategy of regulation of value as learners' proactive engagement in the building of greater enjoyment learning enterprises that are beneficial to them. For instance, students strive to enhance their conversational skills in the target language with the aim of securing better job opportunities in their future careers. This result is consistent with Li's (2017) findings, which claimed that Chinese university students were subject to high levels of regulation of value strategies. Due to the following two factors, Chinese higher vocational students may frequently employ regulation of value tactics when learning English online. On the opposite hand, China places a great value on English competence, especially in the employment sector. Many higher vocational students understand that honing their English abilities can improve their chances of landing a job in the future. To stay motivated and committed to their online English learning, they must use this tactic. Chinese higher vocational students, on the other side, frequently encounter academic pressure and may regard English competence as a tool to improve academic performance or obtain better grades. They may use this technique to keep themselves motivated and achieve successful learning results by reminding themselves of the advantages of online English learning.

In contrast, higher vocational students who completed online English courses employed the self-consequating method the least. This technique, according to Li (2017), implies that students rely on rewards from outside sources to stimulate their study. The lowest mean value of this technique in Table 1 compared to other domains showed that higher vocational college students in China do not enjoy utilizing this strategy to maintain their

learning motivation in an online learning realm. The research findings of Wolters (1999) are not entirely supported by this conclusion, though. The survey objects may have contributed to the variations in the research findings. While Wolters (1999) focused on middle school students as research subjects, this study examined higher vocational college students. The participants are adults with somewhat mature working and thinking styles. To retain their interest in studying English, individuals are therefore more likely to encourage or stimulate their internal motivation than to seek out external rewards. As a result, this tactic is rarely used by higher vocational college students very often.

The findings of this research paper indicated that the participants exhibited varying levels of learner autonomy, allowing them to assume responsibility for their online English studies. Goal-setting and task strategies were the ones that were most frequently employed, therefore participants in this study were able to create goals, develop plans, and select some effective learning techniques for their online English study. These findings align with previous research conducted in ESL or EFL environments (Üstünlüolu, 2009; Yldrm, 2008). The student's maturity and age, which give them the self-assurance to engage in these autonomy-related activities, may be responsible for their good perceptions of their talents. Therefore, the instructor has to encourage more autonomy-related activities in the online classroom to support these skills.

A substantial relationship between students' usage of motivational management methods and their learner autonomy in a web-based learning environment was also found, according to statistical analyses of the data. These findings support the hypothesis that, for Chinese higher vocational students, learner autonomy will increase with the increased use of motivation control tools. Students who exhibit significant learner autonomy are also likely to use more motivation control tactics to aid in English language acquisition. These findings are consistent with those made in the traditional classroom by several Chinese researchers, like Lv (2020) and Wang (2021), who discovered a favorable and significant association between students' utilization of motivational management tools and their autonomy.

5. CONCLUSION AND IMPLICATIONS

This study enriches the limited body of research examining the utilization of motivational regulation strategies and learner autonomy among Chinese EFL higher vocational students in online learning environments. Additionally, this study emphasized the connection between these two ideas, which hasn't gotten much scholarly attention. The findings showed that Chinese EFL students used all five motivational regulation strategies-regulation of value, performance goals, self-consequential, situational interest, and mastery objectives-to a medium extent in their online English learning. Additionally, it was discovered that the study's participants had autonomy as English language learners when they studied the language online. The frequency of particular English learner autonomy setting goals and task techniques is highest among them. Help-seeking comes next, and then self-evaluation comes last. This demonstrates that, even though students in higher vocational institutions in China can, to a certain extent, be in charge of their education when they participate in online learning, the autonomy of English language learners as a whole need to be increased.

The findings also revealed a strong relationship linking students' usage of motivational control tactics and their assessments of their autonomy in learning as well as between these strategies and learner autonomy in an online learning environment. These results corroborate prior research on the relationship between the two variables and add to the body of knowledge, notably on the topic of motivational control mechanisms as well as the degree of learner autonomy among EFL students.

The current study's conclusions have some useful pedagogical ramifications for EFL teaching and learning. Educators must support learners in formulating realistic learning goals and implementing effective action plans. Because of their diverse English levels, students should no longer be constrained by the same instructional progress and a single teaching subject when learning English independently online. Instead, they should select the most appropriate learning material based on their proficiency in English, their goals, their habits, and their interests. They should also assess their learning progress, set their own learning goals, and develop their distinctive learning styles. In addition, teachers' organizing and guiding roles should be fully utilized to help students to develop their all-around English proficiency. In other words, supervisors can help students not only with their academics but also with their drive to learn English online.

Students in higher vocational and technical colleges in China should also be aware that studying English is challenging, that there may be several obstacles and interferences, and that they must continually alter their learning motivation. To boost their internal drive for studying, students must build a proper English learning value. Students should have a clear understanding of the goal of learning English rather than relying solely on exam results. Additionally, students should be aware that the high-quality English talents currently required in society are individuals who can solve problems through the use of English. Students should be motivated to change their consciousness during the learning process so they can intentionally learn English. It is vital to intentionally employ various motivation regulation tactics to jointly sustain learning motivation, boost the excitement for learning, and encourage individuals to learn freely to assure the learning effect when there is a lack of learning motivation.

6. LIMITATIONS OF THE STUDY

Some of the conversations are not detailed enough because of the author's limited research experience, and the following problems are brought up for additional discussion. The study's sample is not diverse enough to start. Only first- and second-year students from one public institution in China who are majoring in something other than English were chosen as the study's research subjects. As a result, they fall short of accurately capturing the extent of English learner autonomy and the usage of motivation regulation mechanisms for English learning among Chinese EFL students in the higher vocational stage. Second, because this study is solely horizontal in nature, it is unable to capture the dynamic amount of student autonomy, motivational regulation mechanisms for learning English, and interaction between the two during online instruction. Future studies will have the capability to dynamically keep an eye on how Chinese EFL students are learning English and completely comprehend how the relationship linking learner autonomy and learner motivation management mechanisms is developing and changing.

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