

A Study on the Application of Mobile Learning Software in Listening and Speaking Training of English Majors

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Abstract:

In The Age Of Information Technology, The Popularity Of Smartphones Has Led To The Widespread Use Of Various Mobile Learning Software. Mobile Learning Software Is Convenient, Efficient And Guarantees Fragmented Learning, Which Saves English Majors A Lot Of Time In Listening And Speaking Training And Also Provides Them With A More Efficient Way To Learn, Making Up For The Shortcomings Of Traditional English Listening And Speaking Training. This Study Took Panzhuhua University As An Example, Distributing Questionnaires Among English Majors And Collecting 223 Valid Questionnaires. The Results Of The Data Analysis Indicated That The Use Of Mobile Learning Software For Listening And Speaking By English Majors Has Become The Norm. Most Participants Hold Positive Attitudes Towards The Use Of Mobile Learning Software In Their Study, With Most Of Them Believing That Mobile Software Facilitated Their Learning; The Attitudes Of English Majors Towards Mobile Software, As Well As The Usefulness And Ease Of Use Of The Software, Are Key Factors Influencing The Use Of Mobile Learning Software. In Addition, The Study Discusses The Advantages And Obstacles Faced By Mobile Learning Software In English Listening And Speaking Training, And Suggests Feasible Proposals For The Use Of Mobile Learning Software To Support Listening And Speaking Training For English Majors.

Key Word: *Listening And Speaking Training; Mobile Learning Software; Panzhuhua University; English Majors.*

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I. Introduction

In the context of the intelligence and information technology era, the rapid development of various modern technologies has provided conditions and aids for the application and promotion of mobile English learning in the field of practice. The rapidly developing mobile communication technology, with its characteristics of contextualization, flexibility and convenience, has become an essential technology to promote the informatization of higher education, which can provide support and guarantee the development of mobile learning, such as creating learning contexts, realizing the combination of reality and reality in the learning space, accurately pushing learning resources and tools, enriching learning interactions and promoting deeper experiences for learners, thus realizing a two-way communication between teachers and students. Interactive teaching activities. Currently, English majors typically have mobile devices, including smartphones and tablet computers, providing excellent conditions to support the development of mobile learning.

English listening and speaking ability is currently one of the key elements of comprehensive quality training for English majors. Therefore, it has become urgent to explore different modes of English teaching and learning, to improve the quality of English listening and speaking instruction, and to cultivate the English listening and speaking application skills of college students. At the present stage, the cultivation of English speaking output skills of university students is still weak, and there are problems such as low frequency, small feedback and inaccuracy of English speaking output, therefore improving the effect of teaching English speaking in university has become an aspect that cannot be ignored¹. According to the Ministry of Education's request to initiate the reform of English teaching in universities, English teaching is designed to improve the overall use of English among university students, advocating a learning style based on experience, practice, participation, cooperation and communication, and a task-based teaching approach². Therefore, based on the realistic needs of listening and speaking learning in English majors at this stage and the support of mobile technology, this paper investigates the application of hearing and speaking training supported by mobile learning software.

II. Material And Methods

Sample size: This study employed quantitative research method and the survey was conducted among students majored in English at Panzhuhua University. A self-administered questionnaire was distributed to the majors, and 223 valid questionnaires were finally used for analysis.

Procedures: Survey data collection are presented in this section, and the results will be discussed in chapter 3. The questionnaire for this study was created online using the Questionnaire Star platform, distributed on social media through links and WeChat QR codes, and the questionnaire data was collected using the Questionnaire Star platform. The author investigated several QQ WeChat groups for students enrolled in various grades to guarantee the questionnaire data's authenticity and validity. Through individual contact with these students, the author commissioned them to distribute the questionnaire to their classmates by paying them an honorarium, and she also provided a monetary incentive to those who completed the questionnaire.

When the original questionnaire data were collected, those with an answer time of 80 seconds or less (excluding 80 seconds), or those with the same choice for all items in the questionnaire, were considered invalid. The initial questionnaire data set for data analysis was obtained by eliminating all invalid and missing questionnaire data.

A total of 239 questionnaires were collected and after excluding 16 invalid questionnaires, 223 valid questionnaires were obtained for data analysis.

Instruments: This research applied quantitative method (questionnaire) to collect data. The questionnaire (Appendix) was composed of 4 sections.

Section 1 is a description of the questionnaire, which includes the following information: the title of the questionnaire, the greeting, the purpose and meaning of the survey, and related concepts. It assists respondents in making an immediate first impression, gaining their support and trust, and obtaining more effective survey data.

Section 2 contains the personal information of the respondents, including their gender, class and region.

Section 3 contains basic information on mobile English learning gathered from survey respondents, such as the selection of mobile learning devices, types of mobile learning, frequency of mobile learning, and general perspectives on mobile learning.

Section 4 is the most relevant part of the questionnaire. It assesses the factors that English students consider when choosing mobile learning software, such as attitude, perceived usefulness, perceived ease of use.

III. Result

Through a questionnaire survey of English majors at Panzhuhua University, the author studied the current situation of English majors' use of mobile learning software in their English listening and speaking training and the factors influencing their intention to use the mobile learning software. The data from this study were analyzed and counted, and the following results were obtained.

Current Situation of English Majors' Use of Mobile Learning Software

Table 1 shows a total of 223 valid questionnaires were recovered, of which 48 were male at 21.5% and 175 were female at 78.5%. There were 118 rural students, or 52.9%, and 105 urban students, or 47.1%. 17.9% were freshmen, 17.0% were sophomores, 28.7% were juniors, and 36.3% were seniors. Specific basic information and proportional distribution.

Table 1: The basic information of the respondents

Demographic characteristics		Survey Respondents	
		Number	Proportion (%)
Gender	male	48	21.5
	female	175	78.5
	Total	223	100.00
Birthplace	rural	118	52.9
	urban	105	47.1
	Total	223	100.00
Grade	freshman	40	17.9
	sophomore	38	17.0
	junior	64	28.7
	senior	81	36.3

As to table 2, with the development of technology in contemporary life and the use of mobile web technologies, different types of listening and speaking applications are emerging. These apps not only save English majors a lot of time in their studies, but also provide them with a more efficient way of learning.

According to the survey, 223 respondents reported having experience with mobile English learning, meaning that it is becoming the norm for English majors to use mobile learning apps for listening and speaking training.

Table 2: Experience of using mobile software in listening and learning practice

Option	Number	Percentage
Yes	203	100%
No	0	0%

Table 3 shows that the most commonly used mobile device among university students is the mobile phone, and that all respondents in this survey have a mobile phone. Also, according to the statistics in the table, 30.9% of the respondents use smartphones. This is followed by 23.6% of students who own a computer and 20.8% who own a tablet computer such as an iPad. Mobile phones, computers and tablets are currently the most used mobile devices by university students for mobile learning, from which we can infer that there is a broad base of mobile devices for the popularity of English mobile learning among this group of English majors. It is not surprising that the number of owners of electronic dictionaries is relatively minor. As technology advances, smartphones are becoming more and more advanced and include functions such as e-books, listening to music, learning and playing games. Moreover, smartphones are no longer seen as a luxury but seem to be a necessity in modern life.

Table 3: Use of English mobile learning tools

Category	Number of options	Percentage of options
Phone	199	89.2%
Computer	148	66.4%
Ipad	168	75.3%
Electronic dictionary	85	38.1%

Table 4 shows more students used Shanbei Listening, Keke English and Daily English Listening, leaving a proportion of students using Light Listening English and Himalaya at 17% and 18.8% respectively. Fewer students used VOA and TED, with only 12.6% and 13.5% respectively.

Table 4: Types of mobile software used

Category	Number	percentage
Kekenet	65	29.1%
Qingting English	38	17.0%
Shanbay	185	83.0%
Himalaya	42	18.8%
Daily English listening	92	41.3%

Table 5 shows 5.8% of the students had been studying the listening and speaking software for a continuous period of 6 months or more, 15.2% for 3 to 6 months, 56.5% for 1 month and 22.4% for 1 to 3 months. Listening and speaking training is a cumulative process and constant repetition is beneficial for listening and speaking skills.

Table 5: Time length of mobile learning software use

Time length	Number	Percentage
One month	126	56.5%
One to three months	50	22.4%
Three to six months	34	15.2%
Over six months	13	5.8%
Total	223	100%

Table 6 shows that when doing mobile English listening and learning, 68.6% of students tend to study for less than an hour, 17.9% study for less than half an hour, 12.6% do listening and learning training for more than an hour, and only 0.9% spend almost no time on mobile learning.

Table 6: Mean duration of Mobile learning

Time for mobile learning (Hours of per day)	Number	Percentage
None	2	0.9%
Half an hour	40	17.9%
One hour	153	68.6%
More than one hour	28	12.6%
Total	223	100%

Table 7 shows that only 2.3% of students barely use their mobile devices for listening and speaking, 5.4% do so one to two times a week, 30% three to four times a week, and most English majors use the app for listening and speaking training every day.

Table 7: Frequency of mobile learning software in English listening and speaking

Weekly frequency	Number	Percentage
Hardly ever	5	2.3%
Once or twice	12	5.4%
Three to four times	67	30.0%
Everyday	139	62.3%
Total	223	100%

It can be seen from table 8 that 47.5% of the students used relatively sporadic time for mobile learning and 33.2% studied at relatively focused times, such as in the library or dormitory. 14.3% used the app to study when they were bored, and 5% used the mobile learning software in class or during breaks between classes. This suggests that the learner does not learn at a fixed time or place, but anytime and anywhere, with both the learner and the learning resource being mobile. Mobile learning is a fragmented experience, where the knowledge learned is fragmented and in pieces.

Table 8: Mobile learning approach

Weekly study frequency	Number	Percentage
Focused learning	74	33.2%
Odd hours	106	47.5%
Classroom or recess	11	5%
Boring time	32	14.3%
Total	223	100%

Figures in table 9 shows that mobile learning is more likely to occur in school, with a rate of 60.5%. According to previous surveys, students use mobile devices to find answers to questions they do not understand, such as words they cannot remember. Some students also engage in mobile learning when they are in a coffee shop or during the time they spend on transport (10.8% and 13.9% respectively). This type of fragmented learning is already taking place among university students.

Table 9: Places to use mobile learning software in English listening and speaking

Main places of mobile English learning	Number
At home	30
On campus	135
In subway or bus	31
Others	3
Total	223

Regarding the current situation of English majors using mobile apps for listening and speaking training: The results of the survey show that it has become the norm for English majors to use mobile apps for listening and speaking practice. This is because learning any language requires persistence. Apart from factors such as learning methods, natural talent and interest, the most vital thing is to keep practicing every day. Judging by the timing and frequency of English major studies, most students stick to daily listening and speaking training. The English Fluency App is the most popular among students.

This shows that the rapid development of technology has provided strong support for the development of Internet technology, which is now available everywhere, and that students at universities have smartphones in their hands and are extremely interested in various mobile applications. Compared to traditional classrooms, mobile learning software is convenient, efficient, and fragmented to use. As a result, the use of mobile software for listening and speaking training has become the preferred option for numerous contemporary English majors.

Factors Affecting Mobile Learning in English Listening and Speaking

(1) Attitude Towards Mobile Learning in English Listening and Speaking

It can be seen clearly from Table 10 that 87.9% participants support mobile English learning, and only 12.1% participants do not support it. That is to say that mobile English learning is very popular and it has broad development space.

Table 10: English majors' attitudes towards mobile learning

Attitude towards mobile learning	Number	Percentage
Support	196	87.9%
Don't support	27	12.1%

Table 11 shows that 168 students thought that English mobile learning could meet the needs of learners to learn anytime and anywhere. For example, they can memorize words whenever and wherever they want. A total of 135 respondents believed that mobile learning in English could be effective for time management and could integrate fragmented time for learning. 134 people thought that it could provide a large amount of English learning content, for example, English learning APPs or sharing information through WeChat, Weibo and Douban. 106 people thought that it was great for lifelong learning, and particularly English mobile learning could provide the material basis for lifelong learning by offering a variety of courses that learners need. A further 88 found mobile learning in English fascinating and current, and wanted to find out more about it. Finally, 3% of the students were influenced by others, such as a classmate's recommendation or a teacher's request to complete the task.

Table 11: Reasons for supporting the app for listening and speaking training

Reasons	Number	Percentage
Study anywhere or everywhere	168	85.7%
Interesting	88	44.9%
Effective time management	135	68.9%
Rich learning content	134	68.4%
Lifelong learning	106	54.1%
Influenced by other people	6	3.1%

There are a number of reasons why university students do not support mobile English learning, with 11.1% saying that the lack of targeted English learning content and English learning applications is a barrier to the spread of mobile English learning, 66.7% saying that it is a technical problem, 29.6% saying that it is difficult to use the device and 14.8% saying that it is not conducive to English learning. And 48% of students did not like the way they were given daily tasks to complete listening and speaking exercises.

The above information, when repeated, suggests that a majority of university students support the widespread use of mobile learning in English on campus.

Table 12: Reasons for not supporting the app for listening and speaking training

Reasons	Number	Percentage
Difficulty in using app	8	29.6%
Technical problem	18	66.7%
Not good for English learning	4	14.8%
Less learning content, less application software	3	11.1%
Don't like task clocking	13	48.1%

Table 13 showed that regarding English majors' attitudes towards m-learning, 76.2% of students will continue to use m-learning software for training in the future, rather than through alternative means instead. 82.5% of students are willing to recommend mobile learning apps to additional friends and classmates.

Table 13: Attitudes about the use of mobile learning

Items	Number	Percentage (Yes)	Number	Percentage (No)
Will continue to use the mobile learning app for listening and speaking training.	170	76.2%	53	23.8%
Would you recommend a mobile English learning app to a friend.	184	82.5%	39	17.5%

Therefore, the majority of English students maintain a supportive attitude towards mobile apps when it comes to learning to listen and speak. English mobile learning can be studied anywhere and anytime, has abundant learning content, and can improve students' control of their time. This shows that learning with mobile apps is necessary and beneficial for English majors. However, there are a few students who do not support the idea of exercising their English skills through mobile learning, for reasons such as the software's overly complex design pages, consuming too much traffic, and distractions caused by lack of concentration when using it. Although the English learning app has numerous advantages, it also has disadvantages³.

(2) Perceived usefulness

Perceived usefulness is a subjective evaluation of learners' ability to improve their learning outcomes and learning efficiency during the process of scaled online learning. Song Huiling found that perceived usefulness significantly and positively influenced user satisfaction in virtual learning communities⁴, and found that perceived usefulness was an important factor influencing learner engagement behaviour in MOOCs.

As can be seen from Table 14, 86% of students believe that using mobile learning software can improve the performance of English listening and speaking training; 63.5% of students felt that the rich listening and speaking resources of mobile learning software motivated them to use such applications; 78.3% of the students considered the evaluation system of the mobile learning software to be essential in their use. 50.8% of students felt that mobile learning software provided an authentic language environment to enhance their interest in hearing and speaking English.

Table 14: Factors in choosing software for listening and speaking practice

Factors in choosing software for mobile learning	Percentage(Yes)	Percentage(No)
Improving listening and speaking performance.	86%	14%
The software is rich in resources for listening and speaking.	63.5%	36.5%
Be able to increase your interest in learning to speak and listen to English.	50.8%	49.2%
The software's listening and assessment system was helpful to me.	78.3%	11.7%

(3) Perceived ease of use

Ease of use of mobile learning platforms was an influential factor in English majors' use of the software, with 78.9 percent of students believing that a simple and convenient platform was more popular. For 57 percent, the interface of mobile learning software is clear and aesthetically pleasing, which is essential. Ninety-two percent of students consider it essential for mobile learning software to be network stable and responsive.

Table 15: Factors influencing English majors' use of the software

Factors in choosing software for mobile learning	Percentage(Yes)	Percentage(No)
Simple and easy to use platform	78.9%	21.1%
Clean and aesthetically pleasing board design	57%	43%
Stable and responsive platform	92%	8%

IV. Discussion

Based on the research results, this chapter discussed the advantages of mobile learning software in English listening and speaking training and put forward suggestions with regard to the English majors and the quality development of learning software. The four major statin beneficiary groups have already been defined by NCEP 2013 report.

Suggestions for Teachers

Optimising English Listening and Speaking Materials

The mobile learning model, in the form of enhanced optimization and integration of online teaching resources, promotes better access to English language materials through online platforms, thereby diversifying student learning. It can also provide students with more sophisticated learning knowledge and teaching materials through the downloading and saving of learning materials⁴. In the process of mobile learning, teachers can also create and produce teaching videos and courseware for students in conjunction with the content of the course, promoting the enrichment of learning resources and content for students, as well as strengthening students' personalized learning skills and independent learning abilities to achieve continuous growth in a good educational environment. Mobile learning is conducive to combining with the new forms of development in the context of the modern era, giving full play to the essential role of mobile learning for students of English.

Accommodating Diverse Learning Styles

In the context of traditional exam-based education, a teacher-dominated curriculum is not conducive to diverse learning and can lead to students receiving knowledge passively, which ultimately leads to poor results. In the context of mobile learning, it is not only possible to diversify students' learning but also to develop their English learning skills as a whole. It also adheres to the starting point of developing students' independent learning and creative abilities, so that students can combine the mobile learning model and independent learning

methods to better complete their classroom learning tasks⁵. In addition, during the development of students' diverse learning abilities, mobile learning can also create an internet-based learning atmosphere for students, who can use mobile terminals, web-based software, and computer devices for diverse learning. This mode of learning can also enhance students' motivation in learning, deepen their ability to remember knowledge, and also improve the quality and level of their English learning by stimulating students to learn with multiple senses, allowing them to learn all the time and in other forms.

Supporting Synchronous and Asynchronous Learning

In the context of mobile learning, mobile devices are convenient and flexible and can be used wirelessly, so that mobile learning can be used in all situations and contexts. In the process of learning through apps, QQ, and online platforms, students can also reasonably participate in the training and simulation of online virtual situations, which enhances students' ability to use the fragmented time to learn English and greatly enriches their learning life, thus promoting the overall development of students' learning efficiency and ability⁶.

Traditional teaching styles are monotonous and can be boring and even disengaging for students. However, mobile apps for English learning have added many new ways of learning; mobile apps can train students' listening, speaking, and reading skills; mobile apps can rate students' recordings and point out pronunciation errors. Some apps can punch cards to help students persist in learning English; apps present learning content in a variety of ways, such as pictures, videos, audio, and animation, which can give a variety of App learning content is presented in a variety of ways, such as pictures, videos, audio, and animation, which can provide a variety of sensory stimuli and increase interest in learning English⁷.

Mobile apps can assist students with independent learning, review, and consolidation after lessons. The mobile app is able to grade students' speaking in a timely manner and can point out pronunciation errors and correct them in real-time. When you encounter a learning problem or are confused, you can quickly watch online videos⁸. Students who use the mobile app have improved their English learning and their English learning skills have been enhanced.

Suggestions on Mobile Learning in English Listening and Speaking Training

Suggestions for English Majors

(1) Changing attitudes and flexible learning

The survey found that 12.1% of students did not support the use of mobile learning software for listening and speaking training. However, mobile learning can be used to deepen and consolidate a student's knowledge during meal times, waiting times and bedtimes. Unlike traditional classroom learning, this mode of learning provides the learner with additional time for listening and speaking training anytime, anywhere.

In an era dominated by information technology, the use of mobile learning software for listening and speaking training is a major trend. Mobile learning breaks down traditional teaching models that rely on classrooms and books, as teachers and students can interact with each other in different areas via the Internet. Students have access to information beyond what is available in their teachers' books and lectures, and can search large online databases for learning content that interests them. Therefore, students who do not support mobile learning should alter their attitude and combine classroom learning with after-school learning, using mobile learning software for after-school listening and speaking training to improve their learning efficiency and academic performance⁹.

(2) Setting learning goals

The study also found that while English majors were able to use the English listening and speaking app for training during their odd hours, the use of the app was more random, the learning time was not fixed, the frequency of weekly learning was less and the learning time was shorter. This reflects a lack of planning and a lack of clarity in the goals of English majors. To address this issue, English learners can form study groups with peers, set common learning goals and study plans, and supervise each other when using mobile learning software for listening and speaking; English teachers can also help students set specific learning goals and content, and give regular feedback and assessments of their learning¹⁰.

However, the path of using current media to achieve learning goals is fraught with temptation. The survey found that most students are learning to listen and listen through their mobile phones or iPads. Therefore, it is particularly crucial to exercise excellent self-control and not be distracted by other entertainment or information media. English majors can set themselves continuous study hours and study tasks that gradually increase in length and difficulty to increase their concentration and learning efficiency¹¹.

(3) Improving resource selection and screening skills

The study found that numerous English majors use two or more apps for their listening and speaking training, and that the mobile learning software used by students is highly similar, suggesting that students are particularly blind when it comes to resource selection. Students have their own different learning needs. Instead

of starting from this fundamental point in the selection of M-learning software resources, students as learning agents blindly follow the crowd. The solution to this problem is for students to first identify what their learning needs are, and then make a targeted selection of resources. It is also crucial not to follow the crowd in the selection process and critically assess the level of authority and value orientation of the resources¹².

Suggestions for Software Developers

Improve Mobile learning may not be as personal as live offline classes and may be more biased. For developers of mobile learning resources, they would do well to design more complete and personalized listening and speaking learning software. Software used for mobile listening and speaking learning are those that not only have systematic and structured knowledge for users to navigate and learn from, but also provide a platform for users to interact, communicate, and evaluate. More importantly, add sections where students can practice independently as they see fit, rather than just repeating the AI.

First, designers of mobile learning software need to focus on the assessment properties of the software. In the study, some students suggested that the software's listening and assessment systems helped them. It is therefore crucial for developers to pay attention to the evaluation system of the app, and the labeling criteria should be more diverse and accurate. Second, the abundance of learning resources also affects the use of mobile learning software by English students. Developers should continue to provide a diverse and varied range of listening and speaking materials, including foreign-related learning materials.

In addition, additional factors may influence English majors' choices regarding listening and speaking mobile learning software. For example, the stability of mobile learning platforms is an influential factor. Designers should optimize the speed of the software to improve the efficiency of downloading material, as well as timely grading feedback to avoid frequent lags and flashbacks. The design of the software interface should be more concise so that students can easily find the modules they want to study and improve their learning efficiency. Also, some parts of APP require a fee to access the resources and English majors may not spend money specifically on this and thus miss out on numerous valuable resources. Therefore, it is recommended that the number of fee-based items be reduced so that students have access to additional and better learning resources. Occasional embedded advertisements in apps can reduce interest in learning and distract students, so their number should be controlled or even removed.

V. Conclusion

This study was conducted with 223 English majors at Panzhihua University in an attempt to explore the factors that influence English majors' use of mobile learning software for listening and speaking training and to provide suggestions.

This study systematically investigated the current status of mobile learning software in English majors' listening and speaking training and the factors affecting English majors' mobile English learning by analyzing data from 223 English majors at Panzhihua University. The main findings of the study are as follows. First, this study found that the use of mobile software for listening and speaking training is common among English majors. Secondly, the important factors that influence English majors' use of mobile learning software are perceived usefulness, perceived ease of use, and attitude. Therefore, to improve the listening and speaking training of English majors, this study makes the following recommendations: students should modify their attitudes, improve their self-control, and establish long-term training goals that have validity. Developers should enhance the usability construction, multiple interactions, and supervision design of mobile learning platforms to provide students with an authentic and immersive learning environment in a virtual space and improve the effectiveness of mobile learning behaviors.

This paper also has its shortcomings. Firstly, this small-scale study cannot fully reveal the state of English mobile learning among university students in China, and can only serve as a small sample of research on such a 'big topic'. Secondly, the current data analysis lacks depth. Due to the author's limited ability to analyze the data, some of the relevant recommendations may only be one side of the coin. The thesis needs to explain many of the relevant things in more detail. One or two specific m-learning software in the analysis and research software could provide more specific suggestions for improvement plans and applications, which will hopefully be improved in future research. In general, developers should cater to users with better and more personalized mobile learning content in the future.

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