A NOVEL FRAMEWORK FOR COLLEGE ENGLISH TEACHING BASED ON MOBILE SOCIAL NETWORKS AND STUDENT PSYCHOLOGY

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Abstract
In recent years, mobile social networks (MSNs) have been adapted for teaching practices in colleges, thanks to their convenience and stability. This paper firstly analyses the feasibility of applying the MSNs in college English teaching, and then discusses current psychological status of college students. On this basis, a MSNs-based framework was set up for English teaching in colleges. Next, a contrastive experiment was carried out on two classes of English majors. The two classes respectively received MSNs-based English teaching and traditional mode of English teaching. The psychology of all the subjects was examined in different aspects. The results show that the use of the MSNs greatly promoted the psychology and performance of English learners. This research further promotes the integration of cutting-edge technologies in college English education.

Key words: Mobile Social Networks (MSNs), English Teaching, Student Psychology.

INTRODUCTION
With the continuous development of Internet technology, mobile social contact has become an important form of the current interpersonal communication. In light of the increasingly popular public mobile networks and mobile terminal devices, the social networking that only used to be attached to computer terminals has begun to apply more efficient and convenient mobile devices in providing the MSNs participants with mobile Internet access services anytime and anywhere (Ou, Pan, & Li, 2012; Peng, Yang, Cao et al., 2017). In particular, free public WiFi hotspots are widely used in people’s daily life and leisure places, further helping mobile users to participate in various online social activities without need for too much money or even free of charge (Xu, Zou, Huang et al., 2016).

For the new generation of young students growing up in the mobile Internet environment, mobile social networking represented by WeChat and QQ is becoming an indispensable means of the interpersonal communication both in their daily study or life (Aliff, Hamzah, & Rahim, 2015; Liu, 2018). While providing students with more diversified learning and communication channels, it also proposes a new topic for teachers to realize the great integration of the increasingly popular MSNs and teaching activities. Literature (Yan, Zhang, & Hua, 2015; Banisaed & Huang, 2014) stated that the educational functions of the MSNs platform represented by WeChat are fully analysed, and the corresponding functions are acquired and applied according to the daily teaching need, which will greatly promote the informationization of teaching mode. The MSNs application can not only further innovate the existing teaching mode, but also influence the learning psychology and state of the students. Therefore, in addition to making full use of the more efficient and convenient learning mode brought by the MSNs, it is especially important to reduce the negative effects on the students’ learning distraction and the classroom teaching...
as much as possible.

FEASIBILITY ANALYSIS OF MSNS APPLICATION IN COLLEGE ENGLISH TEACHING

Throughout the current domestic and international development of college English teaching, the Internet technology has been introduced to develop the new teaching model. However, certain study has shown that for Modular Object-Oriented Dynamic Learning Environment (MOODLE) or Black Board etc., despite their positive role in the teaching model, it is difficult to ensure the actual application experience and teaching mode promotion due to its own complexity (Verschaffel, Van Dooren, & Star, 2017). Therefore, more researchers have conducted more studies on the application of MSNs in the colleges, and also transformed it into an innovative application platform for daily teaching and teacher-student interactive needs based on its convenience and maturity.

Besides, limited by the current allocation situation of the teaching resources in China, most colleges lack the corresponding human and material support in the development and maintenance of information platforms, so that the social networking platform is introduced for related functions and demand shift. It has become a new popularizing way of the information-based teaching model (Cunillera & Guilera, 2018; McKenzie, Perini, Rohlf et al., 2013). Meanwhile, the MSNs represented by WeChat, based on its audience base and application experience formed among the student group, has more suitable functional characteristics for the daily English teaching needs than other Internet tools. Especially after years of commercialization and improvement, this type of MSNs often has a relatively complete and powerful data analysis function, which enables it to maximize the teaching effect of the computer in the transforming process.

STUDENTS’ PSYCHOLOGICAL STATUS IN THE PROCESS OF ENGLISH TEACHING

First of all, there is a widespread lack of self-confidence among Chinese college students in English learning. Many college students feel it difficult to learn English learning, because they cannot easily access the complete English environment in daily life. In addition, the Chinese people are relatively shy and introverted in expression, so that many students have not tried to communicate with others in English in daily life for years. All these result in the insufficient self-confidence of the students in English learning.

Second, there is a growing lack of interest in English learning. English learning is a process of accumulation. Once they find it difficult to master or make relative progress in the studies, students will gradually lose interest in English learning. In the long term, the effect of English learning shall become even worse.

Third, they have no strong desire for knowledge of English. In English learning, the problems of insufficient self-confidence or learning interest will seriously affect their desire for English knowledge, which is a vicious circle process. It’s found in our interviews that at present, English major or non-major college students in China generally lack the desire for knowledge of English in the process of English learning; most of them were forced to learn English under learning pressure; only a small percentage of students are actively studying English knowledge for their own learning desires.

APPLICATION SCHEME DESIGN OF MSNS IN ENGLISH TEACHING

Building a mobile course teaching platform based on MSNs

The main function of the mobile course teaching platform is to carry the digital curriculum resources needed in the process of English teaching, and to realize the interaction and utilization between teachers and students through information technology. The teaching platform can meet the needs of the "pre-, in- and post-class" comprehensive application scenarios in the English teaching process under the premise of fully utilizing the MSNs, and make the information processing of the repetitive and cumbersome work under the traditional teaching mode. Also, in the process of English teaching, the teaching platform can also collect and organize the relevant data generated by the students in the learning process, so as to provide data support for teachers in formulating targeted teaching programs, and realize the individualized and innovative teaching to the maximum extent.
Reconstructing the teaching content of English course

Compared with the traditional teaching model, the online teaching model requires more fragmented content of teaching materials, so it’s necessary to re-optimize and reconstruct the teaching content according to the needs of mobile teaching model during the design of English course teaching, e.g., load some easy-to-understand knowledge points online, for students to learn and understand themselves; for some incomprehensible teaching content, adopt the offline teaching, and load the related content on the mobile platform in the form of micro video and online testing, so as to ensure that the students can understand the knowledge points throughout the whole process of “pre-, in-, and post-” class, and provide data support for the teachers to evaluate the teaching effect.

Figure 1 shows the design framework of the MSNs platform.

Figure 1. Framework design of mobile social network teaching mode

IMPACT OF MSNS ON STUDENTS’ PSYCHOLOGY IN ENGLISH TEACHING

Research objects

In this experiment, two parallel classes of English major in one certain comprehensive college were selected as the research objects for two months, for the number of students in each class is 46, and the origins of students, gender ratio and learning level of these students are almost the same. The first class (control class) adopted the traditional teaching mode for English teaching, while the other class (experimental class) used the form of the MSNs as an aid to English teaching. After two months of study, a questionnaire survey was conducted on the English learning situation and psychological changes of the two classes. Finally, the results were verified by written test.

Research methods

The questionnaire survey method and the results test method were adopted in this study. In the questionnaire survey design, the modules involved mainly include students’ learning confidence changes, learning interest changes etc. A total of 92 questionnaires were distributed and 92 questionnaires were collected. For the results test, mainly the written test was used mainly for the English teaching knowledge involved in these two months, and it includes 30 objective questions, one point for each question, and 5 subjective questions, 6 points for each question. The total score is 60 points.

Analysis of survey results

Questionnaire survey results

Through the questionnaire survey, the results for the representative questions in this survey were summarized and analysed as follows.

(1) A survey of students’ interest in English learning

Figure 2 shows the changes of students’ interest in English learning after a two-month experiment. It can be seen from the figure that after two months of experimental teaching in the experimental class, the number of students who chose to be very interested in English
learning was the largest, reaching 21, while in the control class the number of students was only 5 because of the traditional English teaching mode. In addition, 15 students in the experimental class are more interested in English learning, while only 10 in control class. At last, the number of students in the experimental class who are generally interested was only 8, while that in the control class reached 27, which is the most selected among the four options. Thus, it can be concluded that using the MSNs for English teaching, students’ interest in English learning can be increased rapidly.

(2) A survey of students’ emotional changes in English learning

Figure 3. A survey map of students’ learning emotion change

The students’ emotional changes in current English learning were surveyed. Figure 3(a) shows the survey results of the experimental class, and Figure 3(b) the results of the control class. It can be seen from Figure 3 that in general there is no obvious contrast between control class and experimental class as in Figure 2. However, Among the four options in the survey, the fourth option “very unstable” differs greatly. In the control class, the number of students who choose “very unstable” is much higher than that in the experimental class, which is almost three times the number of students. Whereas the other three options differ slightly. Therefore, in terms of the emotional stability of English learning, both the experimental class and the control class generally show a good trend. The only difference is that after a two-month experiment using the MSNs model in the experimental class, the students’ interest in learning has been greatly mobilized, and the students with extremely unstable emotions have also improved.

(3) A survey of students’ desire to learn English

Figure 4. A survey of thirst for knowledge

The desire for knowledge has always been one of the important reasons affecting students’ English learning. For this, the related survey was conducted as shown in Figure 4, which has almost the same changing trend as that in Figure 2, but the former changes more obviously. From Figure 4, it can be clearly seen that the number of students having very strong desire for knowledge was 24 in the experimental class, and while only 9 in the control class. In addition, only 3 students in the experimental class selected the option of “commonly desired”, while there were 14 in the control class. Thus, the English teaching
for two months based on MSNs platform has a great impact on the psychological changes of students, significantly promoting their desire for knowledge. This may be due to various forms of communication and interaction, which has spurred students’ interest in English learning and the desire to learn more about English.

(4) A survey of students’ confidence in learning English

Figure 5. A survey of learning confidence

Finally, in order to better understand the changes of students’ confidence in English learning under the multiple influencing factors, the options were designed and summarized, as shown in Figure 5. Besides, the form of line chart was used to better display the changes of these two classes. It can be seen that the highest point for the experimental class appears on the option “be confident” for a total of 25 students, and that for the control class is the option “not too confident” for 22 students, indicating that after two months of experimental teaching, the students’ confidence in learning has generally improved. Confidence in English learning is an important factor affecting the final learning effect of students, and also the most troublesome problem for teachers. Because English teaching is different from other professional disciplines, once the students lose the confidence of learning, it might be difficult for them to achieve major improvement in the future. Therefore, the learning model based on MSNs can greatly assist students’ learning confidence. In addition, 11 students selected the option of “very confident” in the experimental class and 4 in the control class; 2 students in the experimental class chose the option “no confidence”, and 10 in the control class. On the whole, the students’ confidence has been enhanced very significantly.

Analysis of comprehensive test results

In this test, we selected a total of 35 questions related to English classroom content as the comprehensive test questions. And within one week after the experiment, using the classroom test, a separate written test was conducted for the two classes, and the total score of the test are 60 points. During the test, the test time was set for two class periods, with no break in the test. After the students submitted the test papers, their scores were summarized, analysed and compared.

In addition to the questionnaires, the written test as one more direct test model can more intuitively reflect the changes in English performance after the student’s two-month MSNs-assisted learning. Then, by comparison with the results of the control class, it can be determined whether there is a significant difference in the data between the two, which shall be also used as a basis for judging whether the MSNs have a significant effect in English teaching.

(1) English test results of the experimental class and the control class in the pre-experiment period

At the beginning of the semester, we conducted a comprehensive English test for the two parallel classes. The test results are listed in Table 1 below, in which the average score of the control class is 32.40, and the average of the experimental class is 33.20, with no large difference.

| Test results          | Control class | Experimental class |
|-----------------------|---------------|--------------------|
| Average               | 32.40         | 33.20              |
| Standard deviation    | 6.423         | 6.576              |

(2) English test results of experimental class and control class in the post-experiment period

At the end of the experiment, we conducted a comprehensive English test for the control class and the experimental class, and the total
Table 2. Comparison of listening test between control class and experimental class

|                        | Std. Deviation | df | Sig. (2-tailed) | Average |
|------------------------|----------------|----|----------------|---------|
| Control class - experimental class | 5.84643        | 8  | .031           | 38.40   |

score of the test was also 60 points. As a result, the average score of the control class is 38.40, and the average score of the experimental class reaches 46.60 points (Table 2).

The analysis results in the above table show that the experimental class was 8.20 points higher than the control class. Meanwhile, it can be seen that the two classes have significant differences in the average score (P=0.031< 0.05). Therefore, it’s reasonable to believe that the use of MSNs in English teaching can improve the psychological status of college students’ English learning, and further promote their comprehensive learning level.

**CONCLUSIONS**

Integrating MSNs platform into English teaching can not only realize the informationization of teaching resources, but also facilitate teachers to utilize relevant teaching content and learning resources for better interaction with the students, thereby further improving the teaching effect. At the same time, it can extend the learning process beyond the classroom with the aid of the MSNs platform to achieve learning anytime and anywhere. The results show that the use of MSNs can significantly promote the English learning psychology and effect of college students. It’s expected to further promote the innovative development of college English education through this study.

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