**A Review of the Application of "Daily English Listening"**

Open-Language is an application to learn English for Chinese learners. I have been using it by mobile phone for half a year since I paid an annual fee. The application offers some free courses for users who are hesitating to pay for their courses. These limited numbers of free lessons are worth to have a look, but the paid lessons help students to study English more structurally. This is because the application offers customizedlesson based on students' English level and their purpose of learning English. I will elaborate it in the following text.

Firstly, according to the CEFR European language outline framework design, there are six levels from A1-C2. Students are given a free English proficiency test to confirm their English level. The recommended courses are all at this level to help them find a learning plan that suits them best. For example, A-level dialogues are interpreted through the way of Chinese and English cross-talkto help students understand the content**. In contrast,** for higher-level students, the teacher will explain the points of knowledge in English to develop the ability to guess and think, and it is conducive to grammar training.

Secondly, more than 1,500 high-quality oral courses are covering more than 100 topics such as workplace and life, and it is updated every week. The classification of courses makes it suitable for various of purpose: for students, for business, for studying abroad or for mere interests. Students can choose the corresponding learning content according to their needs. For example, people who work may mainly listen to business workplace English, which corresponds to many practical scenarios about leave, recruitment, and communication with colleagues etc. The content is developed in the form of situational dialogues which is helpful to students' language competence.

 More importantly, apart from situational dialogues, there are also many original videos. With the help of audio technology, there is Jazz music at the beginning of the dialogues, and there is background music during the dialogues, which makes it difficult for students to get tedious or ridiculous. Lessons include reading, writing, vocabulary, listening, and each lesson has a corresponding follow-up reading and assessment. The extension part of the learning module can grasp the grammar of the course more clearly; it includes a more practical cultural development, which is related to the course, such as the precautions for visa application, the history, and culture of coffee, restaurant etiquette etc. Not only can it help students open new horizons and cognition, but also better understand the exact usage of individual words and sentences.

Moreover, the North American professor's live recordings ensure that the pronunciation is pure while making people feel really in that context, enjoying the authenticity and fun of their dialogue. Some teachers answer learning questions online (although sometimes questions are ignored). Students can interact with a real person and get more personalized answers. There are other functions which are highly interactive like speaking exercises--an "accuracy" feature allows users to record themselves and get feedback from voice recognition software so that students can practice their speaking repeatedly until the software shows that the pronunciation is entirely correct. However, one drawback is that the speaking scoring mechanism is not strict enough as sometimes continuous reading and sentence segmentation are not very accurate. Besides, it is good to practice but still lack of face-to-face interaction. Indeed, technology is helping in and outside the classroom. But a real teacher and a real lesson might force students to be more committed.

Another drawback I found is that the online study class is not practical. It is an online group created by teachers aimed to improve students' English skills, but students rarely share or communicate in the class. Compared with traditional ways of learning (real-world classrooms), students joining in online classrooms may lack peer support. And students in online classes are not allowed to add friends with each other, which is unreasonable. My understanding is that the online educational application might require independent study, and it is unrealistic to expect others to push or to urge myself to learn. While M-learning allows students to go at their own pace and fit learning around other commitments, Self-regulated ethos and motivation are required for students who choose the application to study English.

My suggestion is that the application the New-words lists should have the function of reviewing the words according to the time added, instead of necessarily reviewing the words in the order of A-Z and it would be better to enable students to review new words by using 'Ebbinghaus curve of forgetting' (Murre & Dros, 2015). Another advice is that it would be much better to add a virtual element to conversations.

Reference:

Murre, J. M., & Dros, J. (2015). Replication and analysis of Ebbinghaus' forgetting curve. PloS one, 10(7).

OPENLANGUAGE's official youtube website:

<https://www.youtube.com/channel/UC3goYnGkGeU6rPiLPHrbYEQ>

My blog link: <https://github.com/YUZHUZHOU/yuzhuzhou>