

English Majors' Satisfaction with the Coco English App: A Study at Guangdong University of Science and Technology

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Abstract

With the advent of the information age, mobile learning tools have become an important learning aid for the vast majority of English major students. The Coco English app, with its rich resources and diverse functions, has quickly become a popular English learning aid among students. This study focuses on English major students at Guangdong University of Science and Technology and uses literature review, questionnaire survey, and interview methods to explore students' satisfaction with the Coco English app and the factors influencing it. The survey results show that 38.13% of students are highly satisfied with the quality of the app's resources (such as real test questions and graded listening) and its gamified features (such as word challenges and medal collection). However, students are dissatisfied with the in-depth analysis of real test questions, the proportion of paid content, and occasional interface lag. Based on this phenomenon, this study proposes suggestions from three aspects: optimizing functional design, controlling the proportion of paid and free resources, and improving the stability and smoothness of the software operation. These suggestions aim to provide references for the app developers to improve their products and better guide college students to use mobile learning tools for learning.

Keywords: Coco English app, usage satisfaction, mobile learning, autonomous learning, English majors

1. Introduction

The continuous development of mobile Internet technology in China has promoted the wide popularity of mobile learning tools in colleges and universities. Internet and education learning method has been widely recognized (Gao, 2017). English learning apps have become an important auxiliary means for most English major students to study independently. The Coco English app, with its rich resources and diverse functions, has a relatively high usage rate among students. However, there are still differences in the usage experience of this app among English major students in some local application-oriented universities, and existing research lacks in-depth analysis of the usage satisfaction of such specific groups of students.

Meanwhile, many English major students hope to improve their language proficiency and test scores by using high-quality mobile learning tools, but they find it difficult to accurately determine whether an app is suitable for their learning needs. Therefore, this report will analyze the current usage status and satisfaction influencing factors of the Coco English app based on the survey data of English major students at Guangdong University of Science and Technology, explore its operational optimization direction, and help students find suitable English learning assistance tools.

1.1. Research Background

With the increasing popularity of smart phones and the continuous development of the Internet, mobile learning, due to its convenience, has occupied an important position in the learning life of college students. Gao (2017) pointed out in research that mobile phone apps should be used to improve students' English proficiency. The 2024 China Mobile Learning Market Research Report indicates that among college students, the proportion of those using English learning apps for self-study exceeds 85%. Among these, the Coco English app stands out among the various learning aids with its functions such as real exam practice and interesting word memorization, and is highly favored by students. Its usage rate is relatively high (China Internet Network Information Center, 2024). One study points out that Coco English App is the anchor of English listening and speaking (Xiao, 2023).

English learning is extremely important for students majoring in English, so these students are very picky about the professionalism and targeting of learning tools. Dong (2019) claimed that integrating mobile apps into the teaching of colleges and universities in the era of the Internet is in line with the trend of social development and can cultivate applied talents. As a local

applied university, Guangdong University of Science and Technology attaches great importance to science and technology as well as information technology, and is committed to integrating technology into English teaching to enable students to improve their learning efficiency better. Using mobile learning apps is a common phenomenon among English major students at Guangdong University of Science and Technology, and among them, the Coco English app, with its rich functions and convenience, is widely used among students. However, there has been no in-depth research on the actual experience and satisfaction of Guangdong University of Science and Technology's English major students using the Coco English app.

Current research has shown that students' satisfaction with online English learning can reflect their online learning situation (Peng, 2023). Students are more concerned about the functions and resources of the app, which will affect whether they are willing to use the app for self-study for a long time to improve their English proficiency; conversely, if the app satisfaction is too low, it will undermine the students' experience with the software, and they may give up using the learning software, resulting in the waste of learning resources and low learning efficiency. Therefore, this study investigates the satisfaction of Guangdong University of Science and Technology's English major students with the Coco English app, which has important practical significance.

1.2. Research Significance

This study focuses on English majors at Guangdong University of Science and Technology, delving into their satisfaction with using the app, which can enrich the relevant research on the satisfaction of English learning app usage in specific university scenarios, provide new supplements and references for the application theory of mobile learning tools in college English major teaching, and expand the research perspective in this field.

For students, by understanding their satisfaction with the Coco English app and the problems they encounter, it can help them have a clearer understanding of the advantages and disadvantages of the app in their learning process. Thus, they can use it more targetedly for English learning, improving their learning efficiency and effectiveness. For the developers of the Coco English app, the research results can provide direct user demand feedback for them to optimize the app's functions, enrich the resource content, and enhance the operation experience. This is helpful for developing a version that better meets the learning needs of English major students, and enhancing the practicality and attractiveness of the app.

For Guangdong University of Science and Technology, this research can provide a basis for guiding English major students to use mobile learning tools reasonably, promoting the deep integration of information technology and English teaching.

1.3. Literature Review

At present, most of the research on the Coco English app in China focuses on its impact on students' overall ability improvement.

In terms of cultivating autonomous learning ability, Tian & Zheng (2025) found through research on English major students that autonomous learning behaviors are related to professional identity and employment ability and have a significant positive correlation. Du (2023) took the vocabulary learning module of the Coco English app as an example and found that game-based design (such as the level-achieving mechanism) can effectively enhance students' vocabulary learning efficiency. Zhao et al. (2019) pointed out that the Coco English app can help English major students improve their listening and speaking skills, but it also has some problems such as some resources not being updated in time.

However, most of the current research still treats college students as a general group and lacks targeted research on English major students from specific universities. Wang (2024) pointed out in the survey that college students generally have problems such as fragmented study time and a single usage channel when using English learning apps, which reflects the mismatch between the app's function design and the autonomous learning needs. This also means that conducting targeted research on the usage of the Coco English app by English major students at Guangdong University of Science and Technology is very necessary.

The research on English learning app in foreign countries mainly focuses on the matching degree of function and autonomous learning needs. Yu (2025) pointed out in the Survey of College Students' English Learning Software and Channels that the core factor affecting user satisfaction is the adaptability of app functions and autonomous learning scenarios. For example, fragmented learning in software can significantly enhance students' usage stickiness. Yuan & Rui (2025) further emphasized in their study that the interaction between learning motivation regulation strategies and autonomous learning ability can influence the effectiveness of APP use, and that the gamification design of app (such as rankings and achievement systems) can effectively stimulate students' intrinsic motivation.

1.4. Research Questions

This study addresses the following research questions:

- 1) What is the overall satisfaction level of English majors at Guangdong University of Science and Technology with the Coco English app?
- 2) What factors in function design, content, and user experience affect their satisfaction?
- 3) What optimization suggestions can be put forward for the Coco English app based on the findings?

2. Methodology

2.1. Participants

The main subjects of this study are the first-year to fourth-year English majors at Guangdong University of Science and Technology. Questionnaires were distributed on a voluntary basis, covering all grade levels. A total of 200 questionnaires were distributed, and 186 valid questionnaires were recovered, with an effective recovery rate of 93%.

2.2. Research Instruments

2.2.1. Literature Review

This study systematically reviewed relevant domestic and foreign literature on autonomous learning theories, learning motivation mechanisms, the application of English learning apps, and user satisfaction. It systematically sorted out the previous research results and theoretical frameworks. Through comparative analysis of different research perspectives, methods, and conclusions, it provided a solid theoretical foundation and reference basis for this study, clarified the research gaps and innovation points, and guided the subsequent research.

2.2.2. Questionnaire Survey

The questionnaire was designed from three dimensions: motivation-driven, functional experience, and satisfaction evaluation. It consists of a total of 22 questions (See Appendix A). Among them:

- Questions 1-3: basic information (gender, grade, usage status)
- Questions 4-12: functional experience
- Questions 13-21: satisfaction evaluation
- Question 22: open-ended suggestions

The questionnaire was distributed online through the Wenjuanxing platform from September 1st to September 25th, 2025. Each IP could answer only once to ensure validity. The questionnaire has been reviewed by professionals to ensure content validity.

The specific questions are as follows:

- 1) When using the features of the Coco English app such as film and television English learning and fun dubbing, how do you think the diversity of topics affects your willingness to actively explore English learning content?
- 2) Will you adjust your self-directed learning plan due to the update frequency of the learning content in the Coco English app?
- 3) When the Coco English app introduces specialized learning content related to your interests, will your enthusiasm for participating in the learning be higher compared to regular content?
- 4) During self-directed learning, will you extend your study time actively due to the fun of certain functions in the Coco English app?
- 5) How do the social incentive functions of the Coco English app promote your persistence in completing daily self-directed learning tasks?
- 6) When you obtain achievement indicators such as learning badges and level upgrades through the Coco English app, will your sense of identity regarding your own English self-directed learning ability increase?
- 7) After comparing your own learning data in the Coco English app with that of other users, will you more actively adjust your learning strategies to improve your performance?
- 8) Will you more specifically formulate your self-directed learning plan and strive to achieve it due to the setting in the Coco English app that unlocking advanced functions requires completing specific learning goals?
- 9) Regarding the needs of exams such as CET-4 and CET-6, how do you think the detailed analysis of the test questions in the practice module of the Coco English app helps you overcome exam difficulties through self-directed learning?
- 10) During the crucial period of exam preparation, will you increase the frequency of using the Coco English app due to the targeted exam preparation resources it offers?
- 11) In your opinion, how does the English learning content related to future career development in the Coco English app support your independent learning efforts to enhance your employability?

- 12) When faced with external learning requirements like course assignments and academic tasks, will you prefer to use the relevant functions of the Coco English app to complete your independent learning?
- 13) Considering the functional design, resource quality, and adaptability for independent learning of the Coco English app, how satisfied are you with the overall use of this app?
- 14) Compared to other English learning apps you have used, how do you think the Coco English app performs in meeting your independent learning needs and enhancing learning outcomes?
- 15) Based on your current usage experience, will you continue to use the Coco English APP for independent English learning in the future and be willing to recommend this app to your peers in the same major?
- 16) What suggestions or opinions do you have for improving the Coco English app?
- 17) When choosing an English learning tool, which core need do you value the most to be fulfilled?
- 18) If the graded listening resources of the Coco English app can match your current English proficiency, will this feature attract you to try using it?
- 19) If an English learning app can provide personalized learning services, what kind of ability do you most hope it possesses?

2.2.3. Interview

This interview set up 6 questions and randomly selected 15 students for interviews. A total of 7 valid data were collected (See Appendix B). Invalid samples were caused by incomplete answers or inconsistent logic. The interview focused on the appeal of the app's fun features, core advantages, reasons for continued use and recommendation, improvement directions for special content, help and shortcomings of the practice questions, as well as additional key factors for choosing an English learning app.

3. Results

3.1. Questionnaire Results

The first three questions collect personal information and are not included in the statistical analysis.

- 1) Only 33.75% of users believe that the diversity of topics has a great impact on their willingness to explore learning content.

- 2) 48.13% of users occasionally adjust their learning plans according to the frequency of updates, and 7.5% of users are not affected at all.
- 3) 47.5% of users think that thematic content has little impact on improving their learning enthusiasm.
- 4) 28.75% of users are always affected by the fun function and 6.25% of users are not affected at all.
- 5) 39.38% of users felt that the promotion effect of social incentive functions was general, and 13% felt that there was no promotion effect at all.
- 6) 33.13% of users believe that learning ability will always be enhanced, while 7.5% of users believe that it will not be enhanced at all.
- 7) Only 31.25% of users believe that learning data always affects the adjustment of learning strategies, while 7.5% of users believe that it has no effect at all.
- 8) 35% of users believe that unlocking advanced features always has an impact on the learning plan, while 8.13% believe that it has no impact at all.
- 9) 39.38% of users believe that the analysis of practice questions is very helpful in overcoming difficult points, while 7.5% believe that it is of no help at all.
- 10) 31.72% of users will always use the preparatory resources in the software, and 5.91% of users will not use them at all.
- 11) 35.63% of users believe that software-related content provides great support for career development and learning, while 6.88% of users believe that there is no support.
- 12) 36.25% of users always choose the app in the external learning scene, and 7.5% of users do not choose the app at all.
- 13) 38.13% are very satisfied with the app, and 6.25% are very dissatisfied with the app.
- 14) 30.11% of users think this app is much better than other apps, and 5.38% of users think it is much worse.
- 15) 42.5% of users said they were generally willing to recommend, and 6.25% of users did not recommend.
- 16) 33.93% of people believe that the core requirement of being able to directly connect with examination or career needs is the most important.
- 17) 51.79% of users may choose to experience the app for the appeal of graded listening.
- 18) 33.93% of users most hope that the app can push targeted exercises according to their weaknesses.
- 19) Open suggestions mainly focus on function optimization, reducing advertising, and optimizing technical issues.

3.2. Interview Results

Seven students mentioned a variety of interesting functions, including learning English songs and scenario dialogue simulation. The core attraction lies in interactivity and achievement.

Four students mentioned that the quality of resources is the most recognized advantage, because the content is rich, updated quickly, and meets learning needs. Functional design and autonomous learning adaptability also won favor.

The main reasons for continuing to use and recommend the app are improving English ability, practical functions, and good user experience.

Users want to add niche topics, supplement cultural background and professional vocabulary, and enrich presentation forms.

In terms of real test module analysis, vocabulary, listening explanations are useful, but reading solutions and translation skills are insufficient. Students hope to add video explanations and error reminders.

Functional practicality and user experience are key factors for choosing apps.

3.3. Summary of Findings

3.3.1. *Functional Design*

The function design of the Coco English app has the problems of insufficient attractiveness and lack of practicality. On the one hand, the effect of social incentive functions (such as puzzle games and learning time rankings) has not met expectations. 45.4% of users believe that the promotion effect is general, and 15.4% of the users feel that there is no promotion at all. The incentive form is relatively single, lacking team interaction and continuous incentive mechanism, which is difficult to maintain long-term learning motivation. On the other hand, some functional details need to be optimized, such as the word memorization function, the word pronunciation selection function is vague, and there is a lack of practical functions such as split screen and audio playback, which affects the user experience. The operation logic of individual modules is not clear enough, and the learning efficiency is reduced to a certain extent.

3.3.2. *Content Optimization*

The app has obvious shortcomings in content optimization. The special learning content has not significantly improved user enthusiasm, 44% of users believe that it is basically the same as the

enthusiasm of regular content, and the selection of topics is not enough, the depth is lacking, and the presentation form is single; the content fails to fully match the professional learning and interest needs of English majors. There are also shortcomings in the analysis of the real test module, such as insufficient explanation of the solution method of reading questions and translation skills, and lack of video explanation of difficult questions, which makes it difficult to meet the needs of users for exams. In addition, the update speed of some professional resources is slow, and the connection with exam orientation and career development needs is not close enough.

3.3.3. *User Experience Adaptation*

There are many problems in the user experience adaptation of the Coco English app. At the technical level, some users reported that the app had lag and crash issues, which affected the continuity of learning; At the service level, there is too much advertising, a high proportion of paid items, and a lack of flexible payment methods such as exchanging points for membership, which increases the user's learning cost. At the level of personalization, although there are graded listening resources, users are reluctant to try, and personalized push (such as weak point exercises) does not fully meet the needs, making it difficult to adapt to different users' learning habits. The interface classification is not clear enough, and the convenience of use needs to be further improved.

4. Discussion

This study shows that English majors at Guangdong University of Science and Technology are generally satisfied with the resource quality and gamified functions of Coco English, but they are obviously dissatisfied with content depth, exam guidance, technical stability and paid resources.

The findings are consistent with domestic studies such as Du (2023) that gamified design promotes learning engagement, and support the view of Wang (2024) that app function design needs to better match autonomous learning needs.

The low effectiveness of social incentives indicates that a single reward mechanism is difficult to maintain learning motivation. Insufficient exam question analysis shows that the app does not fully match the exam-oriented needs of English majors. Technical problems and high paid ratio directly reduce user experience.

The limitations of this study include gender imbalance (87.1% female) and a single university sample, which may affect the universality of the conclusion. Future research can expand the sample scope and gender proportion.

4.1. Suggestions for Optimizing Product Functions

The Product function is the core of user experience, optimizing existing function defects and supplementing practical functions can effectively enhance user stickiness.

First of all, in response to the problem that the social incentive function is not effective, the app can enrich the form of signing in and the ranking list. For example, the new “Team Sign-in” mode allows users to form a study group of 3-5 people, and the group that completes the sign-in task for 7 consecutive days will receive extra points or virtual medals. One research shows that interactive learning theory should be applied to the design and teaching practice of English reading apps. Which not only promotes individual persistence in learning, but also enhances the sense of group participation. For operations such as “picking words based on pronunciation”, a 30-second dynamic tutorial can be displayed when the user first uses it, explaining pronunciation standards and selection techniques with examples.

Secondly, in response to technical issues such as lag and crashes, the technical team needs to conduct a comprehensive and systematic investigation, focusing on optimizing high-frequency modules (such as listening practice, The code of the real test questions) and add a “one-click feedback” channel in the app - when users encounter lag or crash, they can submit feedback with one click, and the system will automatically attach the device model and error log, so that the technical team can quickly locate and fix the problem. In the interface design, the problem of resource classification chaos needs to be adjusted: for example, the listening resources should be divided into There are three categories: “daily communication”, “exam special”, and “interest expansion”, and the “recently used” column is set on the homepage to help users quickly find commonly used functions and reduce the time cost of content search.

4.2. Suggestions for Content Service Improvement

High-quality and diversified content is the key to attracting users to continue learning, and targeted improvements can better meet user needs. For thematic learning content, in terms of topic selection, the APP can launch niche and interesting topics based on user feedback (such as “Classic English Short Stories in-depth reading” and “Analysis of Science Fiction Movie Lines”), conduct a user survey once a month to collect topic preferences and ensure that at least

20% of new topics are in line with niche interests; In terms of content depth, for topics such as “literary original reading” which are academic in nature, Invite professional English teachers to write academic analysis articles, supplement writing techniques and cultural background interpretation, and attach expanded reading materials to help users understand the content more comprehensively; In terms of presentation, an interactive discussion area is added at the end of each thematic content, and weekly discussion topics are set, and small gifts are given to users with high-quality comments to stimulate user enthusiasm.

For the real test module, on the basis of retaining the existing vocabulary and detailed explanation of grammar, a “solution thinking map” is added to the reading question - Take the CET-4 reading as an example, mark the answer position in the original text, and analyze the logical relationship between the question and the answer in the form of a mind map (such as cause and effect, comparison); For long reading, translation and other difficult problems, a 5-8 minute video explanation will be launched, with teachers breaking down the solution steps and common traps in real time. At the same time, the real test questions will be graded according to difficulty (easy, medium, difficult), and the corresponding difficulty real test questions will be pushed according to the user's recent test results to help users attack their weak points.

4.3. Suggestions for Balancing Paid and Free Resource Proportion

In addition, in response to the problem of excessive paid content and high payment barriers, the APP should reasonably balance the proportion of paid and free resources to lower the threshold for English major students to use high-quality learning materials. At present, students generally report that many core functions such as in-depth test analysis, advanced listening materials and professional courses are only open to paid members, which greatly affects their continuous learning willingness. Therefore, it is necessary to increase the proportion of high-quality free resources, retain basic learning services for all users, and set paid modules only for high-level exclusive content, so as to ensure that free users can also meet daily learning needs while paid services provide differentiated value.

To further relieve students' economic pressure and enhance learning motivation, the app can launch a points-based membership redemption system. Users can steadily earn points by completing daily learning tasks, such as 10 points for 30 minutes of listening practice, 15 points for word memorization tasks, and 20 points for finishing a set of real test papers. Accumulated 1,000 points can be exchanged for a 7-day premium membership, which unlocks paid resources

and ad-free experience. This design not only helps students reduce economic burden, but also encourages continuous learning, improves usage stickiness, and creates a more user-friendly and sustainable learning environment for college students.

5. Conclusion

This study takes English majors at Guangdong University of Science and Technology as the research objects, and uses questionnaires and interviews to analyze their satisfaction with the Coco English App. The results show that students are satisfied with resource quality and gamification functions, but are dissatisfied with in-depth test analysis, paid content ratio and interface lag.

This study puts forward targeted suggestions to optimize functions, improve content services, and balance paid and free resources. These can provide references for app optimization and college mobile learning guidance.

The limitations include gender imbalance and single sample source. Future research can expand sample diversity and explore the correlation between usage behavior and academic performance.

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Disclosure Statement

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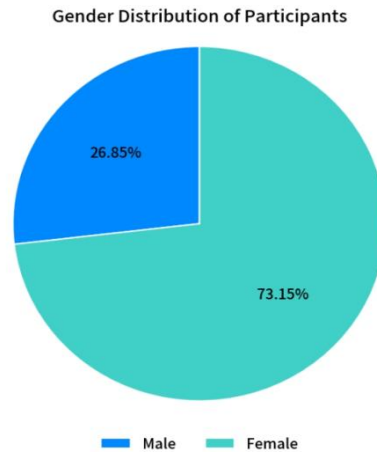
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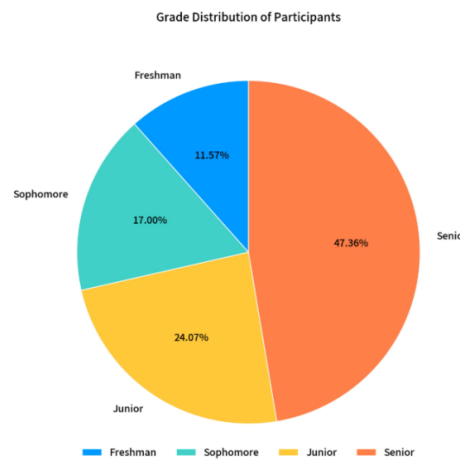
Appendix A

Questionnaire and Data Statistics on English Majors' Satisfaction with the Coco English app at Guangdong University of Science and Technology

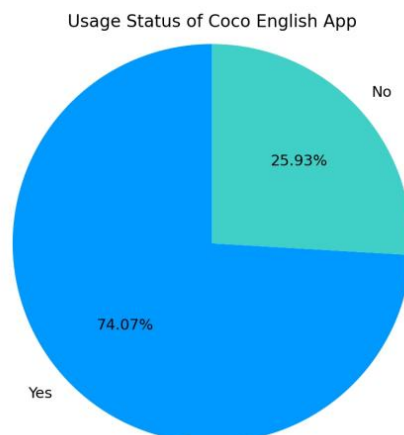
Question 1: What is your gender? [Single choice]



Question 2: Which grade are you in? [Single choice]

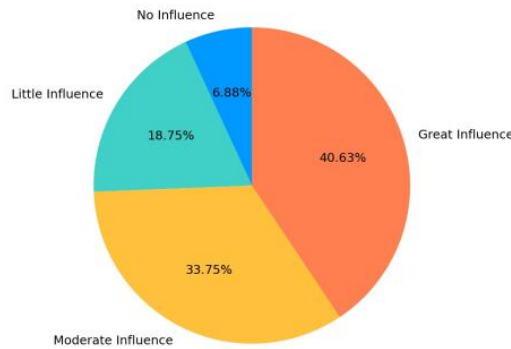


Question 3: Have you ever used the Coco English App? [Single choice]



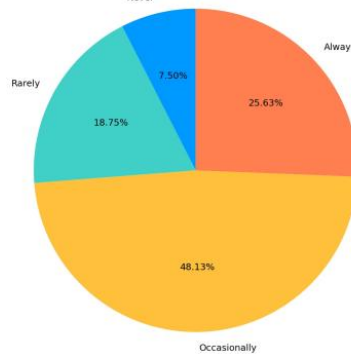
Question 4: When using functions such as movie & TV English learning and fun dubbing in the Coco English app, how much does the diversity of topics affect your willingness to actively explore English learning content? [Scale question]

Influence of Topic Diversity on Learning Willingness



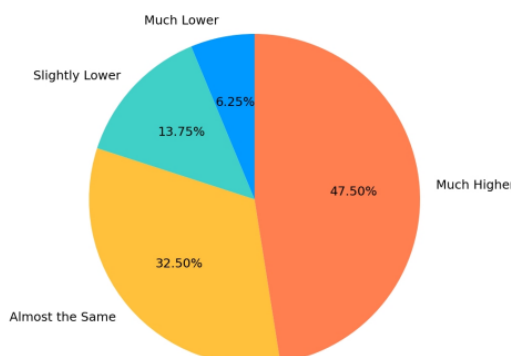
Question 5: Will you adjust your autonomous learning plan (e.g., increase/decrease usage duration) due to the update frequency of learning content (e.g., news, courses) in the Coco English App? [Scale question]

Adjustment of Learning Plan due to Content Update

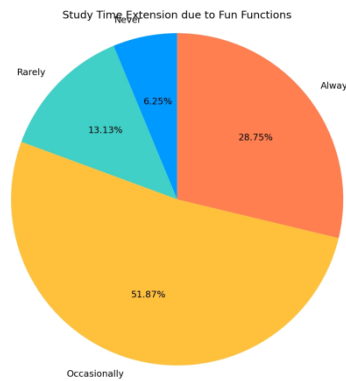


Question 6: When the Coco English App launches topic-based learning content related to your interests (e.g., intensive reading of literary originals, workplace English dialogues), is your enthusiasm for active learning higher than that for regular content? [Scale question]

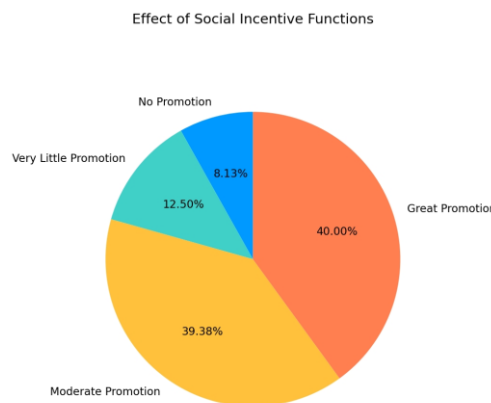
Learning Enthusiasm: Interest vs Regular Content



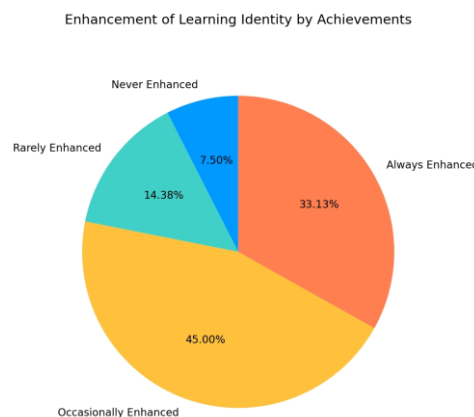
Question 7: During autonomous learning, will you take the initiative to extend your study time for in-depth exploration because of the fun of certain functions in the Coco English App (e.g., learning English songs, situational dialogue simulation)? [Scale question]



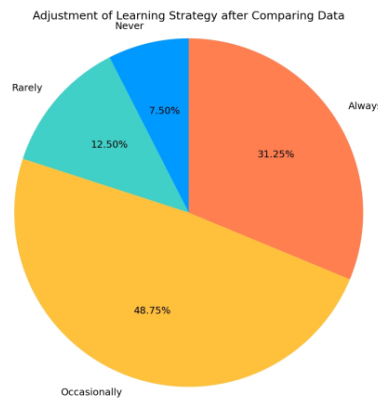
Question 8: How much do social incentive functions of the Coco English App (e.g., level-up games, learning duration rankings) promote you to persist in completing daily autonomous learning tasks? [Scale question]



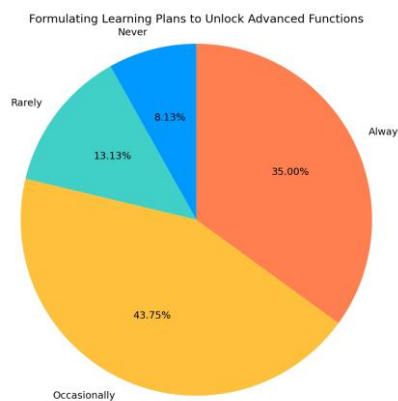
Question 9: When you obtain achievement indicators such as learning badges and level upgrades through the Coco English App, will your sense of identity with your own English autonomous learning ability be enhanced? [Scale question]



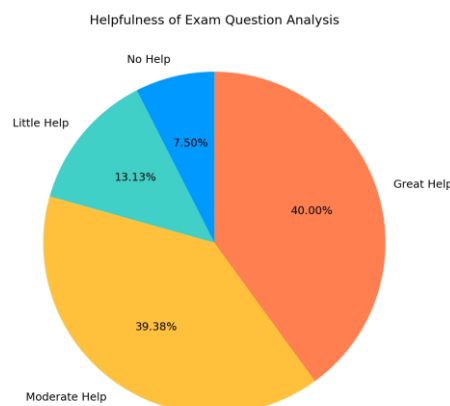
Question 10: After comparing your learning data (e.g., vocabulary mastery, listening practice duration) with other users in the Coco English App, will you take a more proactive approach to adjust your learning strategies to improve your performance? [Scale question]



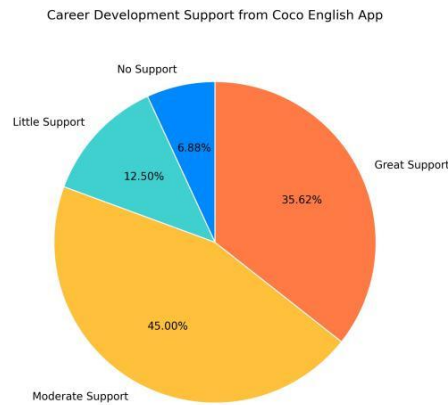
Question 11: Will you formulate a more targeted autonomous learning plan and strive to achieve it because of the setting in the Coco English App that “completing specific learning goals unlocks advanced functions”? [Scale question]



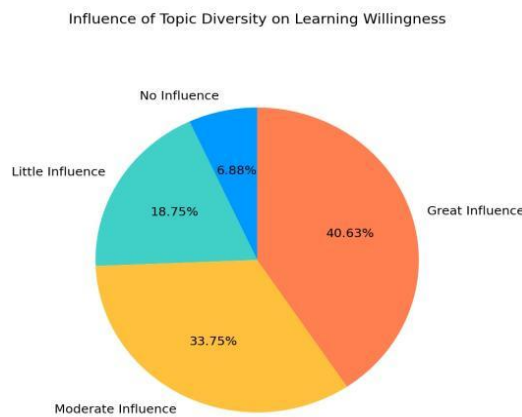
Question 12: For exam needs such as CET-4, CET-6 and TEM-4, how helpful do you think the detailed analysis of the real test module in the Coco English App is for you to overcome exam difficulties through autonomous learning? [Scale question]



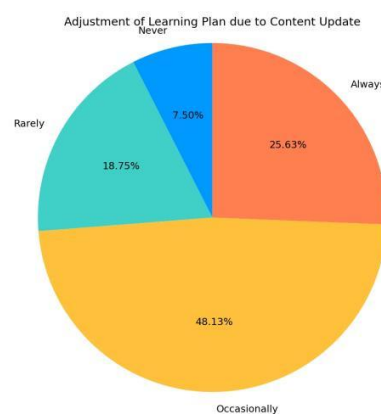
Question 13: During the critical exam preparation period, will you increase the frequency of using the Coco English App because of the targeted exam preparation resources it provides (e.g., real test papers, intensive lectures on high-frequency test points)? [Scale question]



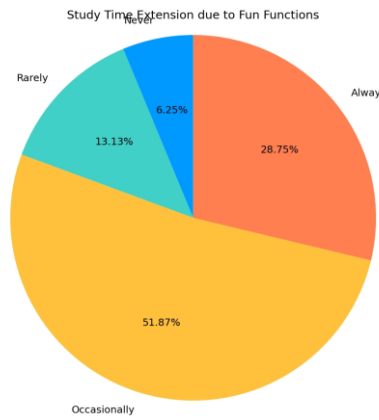
Question 14: How much support do the English learning contents related to future career development in the Coco English App provide for your autonomous learning to enhance employability? [Scale question]



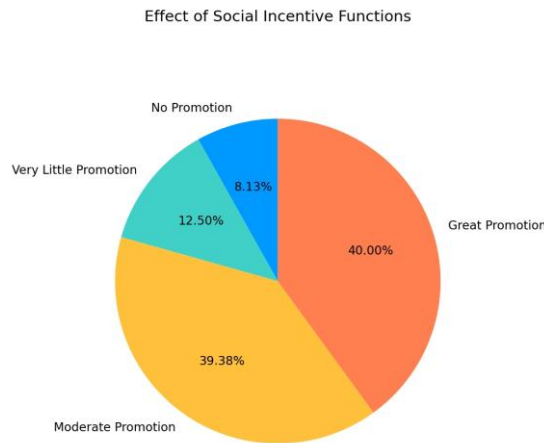
Question 15: When facing external learning requirements such as course assignments and academic tasks, will you give priority to using relevant functions of the Coco English app (e.g., literature reading assistance, grammar correction) to complete autonomous learning? [Scale question]



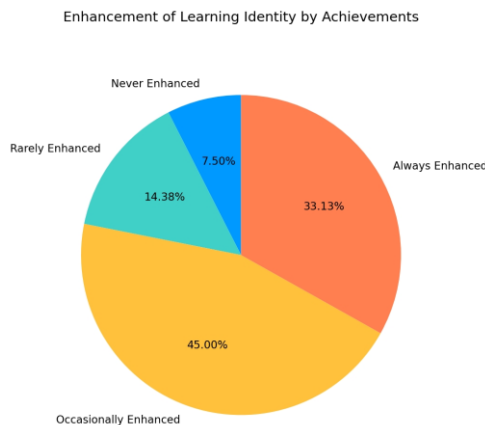
Question 16: Considering the functional design, resource quality and adaptability to autonomous learning of the Coco English App, how satisfied are you with its overall usage? [Scale question]



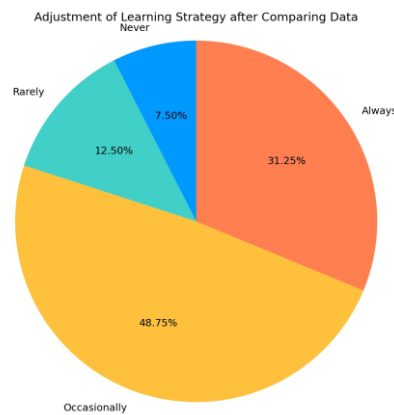
Question 17: Compared with other English learning apps you have used, how is the overall performance of the Coco English App in meeting your autonomous learning needs and improving learning effects? [Scale question]



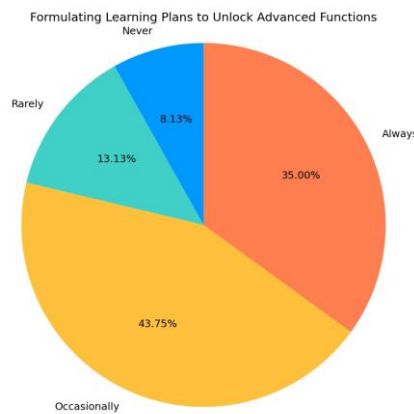
Question 18: Based on your current usage experience, will you continue to use the Coco English App for English autonomous learning in the future and be willing to recommend it to your peers majoring in English? [Scale question]



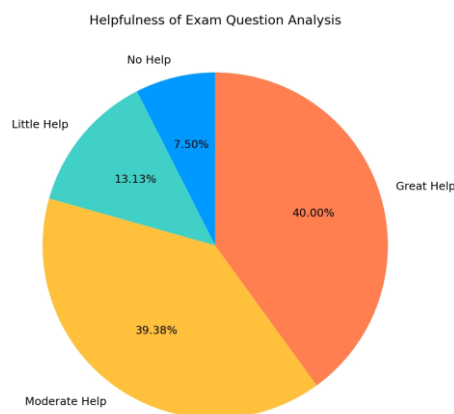
Question 19: When choosing an English learning tool, which of the following core needs do you value most? [Scale question]



Question 20: If the graded listening resources of the Coco English app (e.g., VOA news, movie clips divided by difficulty) can match your current English level, will this function attract you to try it? [Scale question]



Question 21: If an English learning app can provide personalized learning services, which of the following abilities do you most hope it has? [Scale question]



Question 22: Do you have any suggestions or opinions for improving Coco English? [Open question]

Appendix B

Interview Records on English Majors' Satisfaction with the Coco English app at Guangdong University of Science and Technology

Record 1

Q: Hello! You filled out our questionnaire earlier and mentioned that you would take the initiative to extend your study time because of the fun functions in the Coco English App. Could you share which specific functions attract you and what aspects of these functions make them fun?

A: Hello. Yes, I filled out the questionnaire. I really like the functions of learning English songs and situational dialogue simulation. I find them very interesting, and I feel a strong sense of achievement after mastering them.

Q: Okay, thank you. Among the functional design, resource quality and adaptability to autonomous learning of the Coco English App, which aspect attracts you most and leads to your high overall satisfaction?

A: I think the resources are abundant and of high quality, covering almost all kinds of exam materials, and they are updated very quickly.

Q: Okay, thank you. You said in the questionnaire that you will continue to use the Coco English App for English autonomous learning in the future and are willing to recommend it to your peers. What makes you have such an intention?

A: My teacher recommended it to me at first, and I think it's very useful. I want to share it with everyone so we can make progress together.

Q: Then, for the interest-related topic-based learning content launched by the Coco English App, what improvements can be made in topic selection, content depth and presentation forms to further boost your learning enthusiasm?

A: Could you add some science fiction topics? I'm very interested in this field.

Q: Okay, I've noted that down. When preparing for exams such as CET-4, CET-6 and TEM-4, in what ways does the detailed analysis of the real test module in the Coco English App help you, and what aspects do you think are still imperfect?

A: Vocabulary explanations are useful, and problem-solving skills need more detailed analysis.

Q: Besides the interesting functions and resource quality you mentioned, what other key factors influence your choice of an English learning app?

A: I also value the app's interface design and operational convenience. A simple and comfortable interface makes me more willing to use it.

Q: Alright, those are all my questions. Thank you very much for your time.

A: You're welcome.

Record 2

Q: Hello! You filled out our questionnaire earlier and mentioned that you would take the initiative to extend your study time because of the fun functions in the Coco English App. Could you share which specific functions attract you and what aspects of these functions make them fun?

A: Hello. Learning English songs is fun; it's relaxing to learn words while listening to songs.

Q: Okay, thank you. Among the functional design, resource quality and adaptability to autonomous learning of the Coco English App, which aspect attracts you most and leads to your high overall satisfaction?

A: The functional design is rich; the interface is simple and easy to operate.

Q: Okay, thank you. You said in the questionnaire that you will continue to use the Coco English App for English autonomous learning in the future and are willing to recommend it to your peers. What makes you have such an intention?

A: The usage experience is good, and it has improved my English scores, so I want to share it.

Q: Then, for the interest-related topic-based learning content launched by the Coco English App, what improvements can be made in topic selection, content depth and presentation forms to further boost your learning enthusiasm?

A: May I make a request? I like watching cartoons. It would be great if you could add videos that present knowledge points in cartoon form.

Q: Okay. When preparing for exams such as CET-4, CET-6 and TEM-4, in what ways does the detailed analysis of the real test module in the Coco English App help you, and what aspects do you think are still imperfect?

A: Listening explanations are useful, and my listening skills have improved a lot.

Q: Besides the interesting functions and resource quality you mentioned, what other key factors influence your choice of an English learning app?

A: Easy operation. I'm impatient and get annoyed if the interface and operation are too complicated.

Q: Hahaha, okay. Those are all my questions. Thank you very much for your time.

A: You're welcome.

Record 3

Q: Hello! You filled out our questionnaire earlier and mentioned that you would take the initiative to extend your study time because of the fun functions in the Coco English App. Could you share which specific functions attract you and what aspects of these functions make them fun?

A: Hi. I think situational dialogue simulation is great; different scenarios feel novel every time.

Q: Okay, thank you. Among the functional design, resource quality and adaptability to autonomous learning of the Coco English App, which aspect attracts you most and leads to your high overall satisfaction?

A: Adaptability to autonomous learning. I can customize my study plan according to my own progress.

Q: Okay, thank you. You said in the questionnaire that you will continue to use the Coco English App for English autonomous learning in the future and are willing to recommend it to your peers. What makes you have such an intention?

A: Even someone with poor self-control like me is attracted. This app is really good, so I want to recommend it to everyone to try.

Q: Then, for the interest-related topic-based learning content launched by the Coco English App, what improvements can be made in topic selection, content depth and presentation forms to further boost your learning enthusiasm?

A: Make the content closer to real life, and add audio explanations to the forms.

Q: Okay. When preparing for exams such as CET-4, CET-6 and TEM-4, in what ways does the detailed analysis of the real test module in the Coco English App help you, and what aspects do you think are still imperfect?

A: Grammar explanations are clear. I think more translation skills can be added.

Q: Besides the interesting functions and resource quality you mentioned, what other key factors influence your choice of an English learning app?

A: I haven't thought of any for now, hehe.

Q: Hahaha, okay. Those are all my questions. Thank you very much for your time.

A: You're welcome.

Record 4

Q: Hello! You filled out our questionnaire earlier and mentioned that you would take the initiative to extend your study time because of the fun functions in the Coco English App. Could you share which specific functions attract you and what aspects of these functions make them fun?

A: Hi. I think the level-up game function is challenging, and I feel a strong sense of achievement after passing. It's like playing level-up games on my BBK study machine when I was a kid.

Q: Okay, thank you. Among the functional design, resource quality and adaptability to autonomous learning of the Coco English App, which aspect attracts you most and leads to your high overall satisfaction?

A: Resource quality. It covers materials for various English learning scenarios.

Q: Okay, thank you. You said in the questionnaire that you will continue to use the Coco English App for English autonomous learning in the future and are willing to recommend it to your peers. What makes you have such an intention?

A: It works well in improving English ability, and I hope my classmates can also improve.

Q: Then, for the interest-related topic-based learning content launched by the Coco English App, what improvements can be made in topic selection, content depth and presentation forms to further boost your learning enthusiasm?

A: The content can expand some background knowledge, and be presented in the form of comics.

Q: Okay. When preparing for exams such as CET-4, CET-6 and TEM-4, in what ways does the detailed analysis of the real test module in the Coco English App help you, and what aspects do you think are still imperfect?

A: It helps overall. A summary of answering ideas for different question types can be added.

Q: Besides the interesting functions and resource quality you mentioned, what other key factors influence your choice of an English learning app?

A: Whether it lags or not. I get really annoyed if I have to start over after a lag.

Q: Hahaha, okay. Those are all my questions. Thank you very much for your time.

A: You're welcome.

Record 5

Q: Hello! You filled out our questionnaire earlier and mentioned that you would take the initiative to extend your study time because of the fun functions in the Coco English App. Could you share which specific functions attract you and what aspects of these functions make them fun?

A: Hi. I like the movie & TV English function; I can learn English while watching my favorite movies and TV shows.

Q: Okay, thank you. Among the functional design, resource quality and adaptability to autonomous learning of the Coco English App, which aspect attracts you most and leads to your high overall satisfaction?

A: Functions are clearly classified and easy to find.

Q: Okay, thank you. You said in the questionnaire that you will continue to use the Coco English App for English autonomous learning in the future and are willing to recommend it to your peers. What makes you have such an intention?

A: It's convenient and effective to use, and recommending it to classmates can help them.

Q: Then, for the interest-related topic-based learning content launched by the Coco English App, what improvements can be made in topic selection, content depth and presentation forms to further boost your learning enthusiasm?

A: You can add some dynamic pictures or videos.

Q: Okay. When preparing for exams such as CET-4, CET-6 and TEM-4, in what ways does the detailed analysis of the real test module in the Coco English App help you, and what aspects do you think are still imperfect?

A: Distinguished explanations for questions of different difficulty levels can be added.

Q: Besides the interesting functions and resource quality you mentioned, what other key factors influence your choice of an English learning app?

A: Add a supervision function. I have poor self-control.

Q: Alright, those are all my questions. Thank you very much for your time.

A: You're welcome.

Record 6

Q: Hello! You filled out our questionnaire earlier and mentioned that you would take the initiative to extend your study time because of the fun functions in the Coco English App. Could you share which specific functions attract you and what aspects of these functions make them fun?

A: The learning duration ranking function. It's fun to compete with classmates.

Q: Okay, thank you. Among the functional design, resource quality and adaptability to autonomous learning of the Coco English App, which aspect attracts you most and leads to your high overall satisfaction?

A: There are multiple learning modes to choose from.

Q: Okay, thank you. You said in the questionnaire that you will continue to use the Coco English App for English autonomous learning in the future and are willing to recommend it to your peers. What makes you have such an intention?

A: It can meet different learning needs, so it's suitable to recommend to classmates.

Q: Then, for the interest-related topic-based learning content launched by the Coco English App, what improvements can be made in topic selection, content depth and presentation forms to further boost your learning enthusiasm?

A: I think it's already very good.

Q: Okay. When preparing for exams such as CET-4, CET-6 and TEM-4, in what ways does the detailed analysis of the real test module in the Coco English App help you, and what aspects do you think are still imperfect?

A: It helps with test point summarization. More real test case analyses can be added.

Q: Besides the interesting functions and resource quality you mentioned, what other key factors influence your choice of an English learning app?

A: The interface operation should be smooth and simple.

Q: Alright, those are all my questions. Thank you very much for your time.

A: You're welcome.

Record 7

Q: Hello! You filled out our questionnaire earlier and mentioned that you would take the initiative to extend your study time because of the fun functions in the Coco English App. Could you share which specific functions attract you and what aspects of these functions make them fun?

A: The learning badge function motivates me to keep learning, which is very fun.

Q: Okay, thank you. Among the functional design, resource quality and adaptability to autonomous learning of the Coco English App, which aspect attracts you most and leads to your high overall satisfaction?

A: It has a lot of exclusive English learning materials.

Q: Okay, thank you. You said in the questionnaire that you will continue to use the Coco English App for English autonomous learning in the future and are willing to recommend it to your peers. What makes you have such an intention?

A: It can improve English, and I want my classmates to benefit too.

Q: Then, for the interest-related topic-based learning content launched by the Coco English App, what improvements can be made in topic selection, content depth and presentation forms to further boost your learning enthusiasm?

A: Add more topics so we have more choices.

Q: Okay. When preparing for exams such as CET-4, CET-6 and TEM-4, in what ways does the detailed analysis of the real test module in the Coco English App help you, and what aspects do you think are still imperfect?

A: Some reminders of common test point mistakes can be added.

Q: Besides the interesting functions and resource quality you mentioned, what other key factors influence your choice of an English learning app?

A: Don't have too much paid content. I'm just a poor student.

Q: Hahaha, okay. Those are all my questions. Thank you very much for your time.

A: You're welcome.