Research on the Mixed Teaching Model of College English Based on Mosoteach

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Abstract. This study constructs a blended College English teaching model by using Mosoteach. The results show that this teaching model is beneficial to improving students' foreign language learning achievement, enthusiasm and participation. The experiment also proves the positive significance of combining online and offline teaching. Foreign language information resources under the guidance of foreign language teachers can give full play to their advantages.

Introduction

Information technology and the Internet have had a profound impact on the educational model. Under this form, the disadvantages of using traditional classroom teaching are constantly highlighted. But after rounds of reforms in the combination of multimedia and classroom teaching, experts have found that network teaching can't replace traditional classroom, and network school can't replace school education. Based on this, an online and offline hybrid learning method was born. Blended Learning (Blended Learning or Blending Learning) has gradually been applied to college English teaching practice. Through the practice test of teaching staff, the teaching effect is good. Mixed College English teaching aims at teaching content, combines the advantages of traditional English learning, and uses information technology to achieve teaching objectives. In this process, English teachers play the role of supervising the teaching process both in and out of class, and students become the main body of the teaching process. Through network students to achieve the optimization of teaching effect. Empirical data from the U.S. Department of Education on higher education show that blended learning is more conducive to improving the learning efficiency of College students. Therefore, for college English, blended learning has important significance and good prospects for development.

Overview of Mosoteach

Mixed learning needs to use a certain network platform for teaching activities. Practice has proved that many network teaching platforms have shortcomings and cannot fully complete the combination of online and offline classroom teaching. After screening and comparing, although some functions of Blue Ink Cloud Class need to be improved, researchers found that Blue Ink Cloud Class platform is more suitable for mixed learning. Blue Cloud Class is a free and open teaching APP for teachers and students. Students can use mobile phones and PC terminals to carry out learning activities in different environments. Mosoteach provides convenience for students to carry out online learning. Teachers and students interact through this platform. Information can also be shared among students. The research on blended teaching mode of College English based on Mosoteach has important application value. The integration of information technology and teaching is one of the plans of the Ministry of Education for information of education. The program encourages students to develop cooperative learning and autonomous learning through the Internet, and to develop independent ability to analyze and solve problems. The mixed College English teaching model based on Mosoteach, which is discussed in this study, is just adapted to the new requirements of the times. This study will provide a new perspective for the reform of College English Teaching in the "Internet +" era.

Teaching Practice Process

This study aims to construct a blended mode of College English teaching based on Mosoteach through a questionnaire survey on the motivation of non-English majors in foreign language learning and to propose a new scheme for college English teaching reform. On this basis, this paper explores the influence of this teaching mode on non-English majors' learning motivation and English learning effect. The use of Mosoteach in College English classes has changed the evaluation and assessment methods of past final grades. College English students' total scores are generally assessed by their usual and final grades. The final exam scores accounted for a large proportion. This assessment model leads to students not studying at ordinary times, coping with exams suddenly at the end of the semester, and even cheating in the examination room. It is more important for the accumulation of knowledge and skills in English subject. Mosoteach achieves Diversified Assessment and record of the usual results. Usual classroom performance, check-in, video learning and other teaching activities can be quantified in the Mosoteach. At the end of the term, the students' total scores can be outputted from the Mosoteach

The use of Mosoteach increases the interest of the class and the initiative of students to learn English. Cloud platform can also achieve hierarchical teaching. Traditional classroom can only use one textbook cannot meet different levels of learning needs. The function of uploading resources in Mosoteach can be uploaded to different levels of English resources, and students can choose their own learning resources for after-class learning. The application effect of the blended College English teaching model is based on Mosoteach. This study was carried out among non-English majors in Finance and Taxation Department of Grade 2017. Class 17401 is the experimental class and class 17402 is the control class. The experimental class adopts the mixed teaching mode of Blue Mouse Cloud Class, while the control class adopts the traditional teaching mode, using only paper textbooks for teaching, without adding any network classroom teaching. The experimental class and the control class are taught by the same teacher with the same teaching content. Teaching practice lasts for one semester. After teaching practice, the author makes a comparative study of the results of the experimental class and the control class before and after the experiment.

Analysis of Practical Results

The experimental data prove that the students are more approving of the mixed teaching method combined with the Mosoteach. 86.78% of the students liked and liked to use Mosoteach. In the main activities of class, "brainstorming" and "classroom discussion" are the most popular among students, accounting for 67.43% and 73.29% of the total, respectively.

The experiment tested the motivation and achievement of the students after class using blue clouds. Before and after the experiment, the author used the test papers of CET-4 to do pre-test and post-test for the experimental class and the control class, and carried out independent sample T-test. The results of the questionnaire survey show that the students who take part in the mixed teaching mode of Mosoteach have improved their learning motivation in the end-of-semester test as a whole. The reason for the improvement of students' motivation in learning English in experimental class is that Mosoteach stimulates students' initiative in autonomous learning and participation in classroom activities. Mosoteach adopts mixed teaching method. The majority of English teachers can take into account the consolidation of Basic English while improving students' interest, using the advantages of the network to train students' communicative ability.

The average scores of the experimental class and the control class are 69.13 and 60.89 respectively, that is, after one semester of study, the average scores of the students in the experimental class are increased by 8.24; while the average scores of the pre-test and post-test in the control class are 56.34 and 60.89 respectively, that is, after one semester of Blue Ink English learning, the average scores of the students are increased by 4.55. The growth value of the experimental class is higher than that of the control class. By comparing the data, we find that information-based teaching can improve students' English ability more effectively. This proves that the blended teaching mode of College English based on Mosoteach is beneficial to improve the

teaching effect of College English.

Summary of Teaching Practice

The learning habits of the students have changed after using the blue clouds class. Preview before class, discussion in class, rush to answer and thinking after class fully arouse students' enthusiasm for learning English. Teachers give relevant guidance to the use of blue clouds classes, and constantly guide students to choose courses suitable for them. Teachers' guidance has a subtle effect on cultivating students' ability of autonomous learning and independent access to foreign language information resources. There are also some drawbacks in the course of using the platform. Sometimes students will use the class time to play mobile games, browse electronic novels and other non-learning materials. Teachers should pay attention to the compact design of classroom activities, close cohesion and more supervision and guidance. In the course of classroom testing, students find other people to do it for them. In addition to strengthening supervision, teachers should encourage students to enhance their self-confidence psychologically and face their learning ability truthfully. Some functions of Mosoteach are not perfect, for example, test questions do not support subjective questions at present.

Conclusion

Mobile Internet, represented by Mosoteach, is changing the educational mode and will become the future trend of educational information. Mobile Internet enables students to choose time and place to study independently and make time fragmentation. As long as you want to learn, the network can provide learning resources at any time. The popularity of smart phones makes mobile teaching possible. The unlimited expansion of learning resources promotes the improvement of students' autonomous learning ability and resource acquisition ability. Colleges and universities should not only have advanced hardware measures, but also rationally design the use of foreign language information resources so as to make foreign language information resources a useful tool for foreign language teaching. Future learning competition is the competition of learning efficiency, that is, the competition of acquiring knowledge and mastering skills per unit time. Higher education is also facing unprecedented challenges.

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