Teaching Effect of College English Based on Cloud Class Platform

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Abstract. Based on the theory of "production-oriented approach", the mobile internet and information technology are applied to college English teaching. Through the blended learning model of cloud class platform and traditional classroom, this paper analyzes the teaching effect of cloud class platform. It could make teaching vivid and interesting, so as to realize the leading role of teachers, stimulate students' critical thinking consciousness of English learning, and improve their subjective initiative.

Keywords: Production-oriented approach · Cloud class platform
Teaching effect

1 Introduction

With the development of science and technology, and the increasing forms and means of English teaching, it is an inevitable trend to apply the Internet and cloud platform technology to college English teaching. In order to achieve good teaching effects, teachers in the new era should cultivate students' ability to use various skills in English flexibly. Moreover, they should pay attention to imparting knowledge and training their students' critical thinking so that English learning can become a bridge of cultural communication and enable students to have more in-depth thinking about the culture of different countries, as well as generate a collision of thinking sparks. For the young Chinese people in the new era, they should accurately express the Chinese situations and meet the challenges brought about by internationalization, and become innovative talents with unique ability of critical thinking. In the modern classroom, to make rational use of resources, online and offline platform should be combined, so as to better accomplish the teaching objectives, and cultivate students' innovative ability and practical ability.

2   Cloud Class Platform

2.1   Advantages of Cloud Class Platform

Under the support of mobile internet and information technology, the cloud class platform is produced. There are significant advantages.

First, the accumulation of knowledge is broad. Learning resources can be shared publicly on cloud class platform. Due to different teachers for the same course content will have different understanding and different teaching resources, it is convenient for teachers and students to share and download the content of interest through this platform, generating sparks of thought collision so as to expand knowledge [1].

Second, both teachers and students can do effective cloud computing analysis. Teaching related resources such as pictures, audio, video and courseware can all be shared by teachers and students on cloud class platform [2]. The cloud computing function of cloud class platform can assist teachers and students in data analysis, so that teachers can make timely adjustments to teaching resources and students can learn about the learning condition of their peers, which will stimulate students' self-reflection.

Third, students could give full play to their initiative. The combination of online and offline learning mode, enables students to learn independently anytime and anywhere, which means they could participate in learning activities initiatively without the constraints of time and space. Under the guidance of teachers and the stimulation of peers, students can think deeply about their learning content and improve self-learning ability. The interaction between teachers and students can be enhanced [3]. The use of the cloud class platform enables teachers and students to promptly raise questions and solve problems. It is no longer a traditional classroom–teacher's dominant classroom, which was a waste of time waiting for discovering problems and analyzing problems. The platform enables good interaction between teachers and students, and students and students, greatly improving the efficiency in class and after class.

2.2   Cloud Class Platform—Lanmo App

Lanmo App, is a mobile environment for teaching new mobile interactive teaching assistant. The app hosts both PC and mobile and is free for teachers and students.

As for teachers' teaching, the class can be easily managed. For instance, by using the App, teachers can send notifications, share resources, arrange assignments, organize discussion and answer questions, do timing tests, and conduct teaching interactions effectively. There are varieties of forms for interaction. Before the course, teachers can click the online preview function to view the progress of resources being watched by the students. As for a particular resource, teachers can even master the total number of students spent on it, and the exact time spent by each student. As for one student, teachers can check how many resources a student watched, and how many activities a student participate and how long he/she spent on activities. It realizes the function of monitoring students' extra-curricular autonomous learning. During the course, teachers may carry out the voting questionnaire and brainstorming activities at any time, so teachers and students can jointly conduct feedback and comment immediately. After

the course, teachers can arrange such things as reviewing and testing so as to enhance the effect of teaching by combining the online and offline teaching and learning.

As for students' learning, students' interest in autonomous learning increases. Through mobile devices, students can immediately see all the information of the course released by the teacher, in terms of learning requirements, courseware, video and other learning resources, so that students' mobile devices can no longer just do social interactions, play games, and take part in other activities, but change into the tool for learning ubiquitously. Students could get the relevant "experience point" after completing the task set by the teacher, which will improve students' interests in the accumulation of "experience points", and stimulate students' motivation to learn independently.

Lanmo App, enables students to learn and exchange information instantly, and improve the efficiency of learning. So the teaching effects improve greatly with the combination of teaching, learning and assessment.

3 Teaching Effect of College English Based on Cloud Class Platform

The production-oriented approach (hereinafter referred to as POA) is a university foreign language teaching theory with Chinese characteristics proposed by Professor Wen Qiufang. The procedure of POA teaching is broadly divided into three phases: motivating, enabling and assessing [4].

Guided by POA, the cloud class platform is applied to college English teaching, in order to understand the teaching effect of cloud class in college English teaching, a questionnaire survey was conducted. The subjects of the survey were second year undergraduates who are non-English majors. The students, 50 boys and 50 girls, use "Lanmo App" to assist English learning. The result shows that 78% of students hold a position of approval (willing to use), 12% of students hold a neutral attitude, and 10%
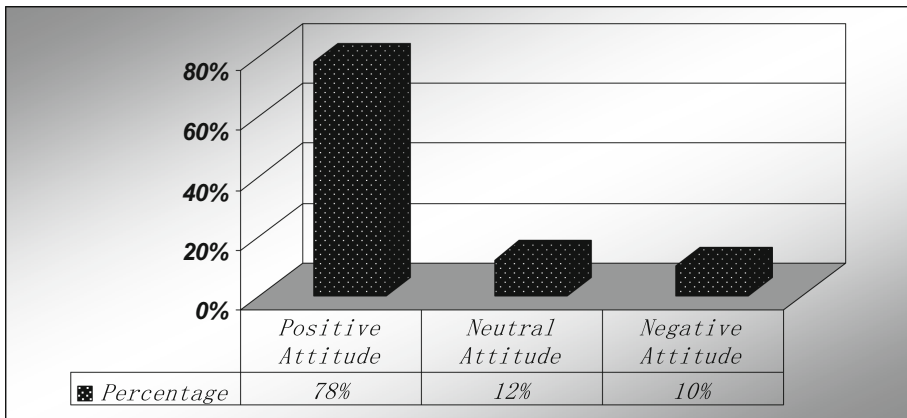

Fig. 1. Attitudes towards cloud class platform

of students hold a negative attitude, indicating that they are not accustomed to using App learning, or, the learning effect has not been significantly improved by using App to learn English. But overall, as technology advances, teaching with the help of mobile apps has become a trend, and learning effect has improved for most students. There are 60% of students made it clear that their test scores and English learning interests improved by using the App, and willing to complete the tasks with it so as to obtain "experience points". In college English class, the combination of online and offline teaching model has made good teaching effects with the help of Lanmo App (Fig. 1).

3.1   Accumulating Knowledge

The ways of accumulating knowledge are increased and the speed of sharing knowledge becomes faster by using Lanmo App. As for the ways of learning, online and offline learning could be combined together. As for the forms of learning, there are diverse types to input and output information, such as videos, audios, texts and pictures. As for the resources of learning, they can be learned at anytime and anywhere. If the resources are not enough, students can retrieve instantly. As for the content of learning, students can choose different courses lectured by different teachers from different institutions. It is beneficial for both teachers and students to learn from others and make up their shortcomings.

Sharing the knowledge related to texts, the students could be inspired to combine their preview work with personal opinions and output their ideas by answering teacher's questions and participating activities [5]. The specific teaching activities, such as scene shows, which will to some extent, stimulate students' interest in learning so as to improve teaching effectiveness and accumulate knowledge, or encourage students to engage in effective and interactive communication based on the contents of the texts, in terms of imitating speeches, cultural explanations, mutual questions, debates and group competitions. With Lanmo App, students could complete the writing products as well as oral products.

Lanmo App, as a mobile learning tool, meets the living habits of students, whether it's a supplement to background knowledge of culture, an expansion of text-related contents, or a consolidation of practice and testing. It greatly enhances the efficiency of college English learning in the class and after the class. Students' knowledge structure is improved through all-round multiple channels, which are more conducive to students' accumulation of knowledge.

3.2   Enhancing Learning Motivation

The process of obtaining "experience points" through the learning in Lanmo App, improves the students' interests in learning greatly, so that students treated the learning process as upgrading in games. They continue to accumulate experience, challenge themselves and truly achieve the enjoyable and educational experience [6]. In the past, with the aid of multimedia teaching, audio, video and pictures have been able to give students visual impacts, which could arouse association of ideas and think in depth. 75% of students think they are more motivated to learn English in conjunction with the cloud class platform. The result demonstrates that with the development of the times,

the progress of network technology and the increase of ways to acquire knowledge, it is more beneficial for college English classrooms using cloud class platform—mobile Apps, to improve the teaching effects.

Take one teaching process as an example. The teaching material entitled "Time-Conscious Americans", from *New Horizon College English (second edition).* During the class, teacher selects the "Brainstorm" item in the App with the theme—Time. Teacher and students can interact instantly and the students can see their peers' thoughts through the App, which avoids the shortcomings that teachers can only ask individual students to share ideas and save a lot of time. Then, all the students select several answers that are most interesting, so the students who gave these answers could share the reasons. The procedure could stimulate students' interests and inspire students to think about the same and different things that may appear in the text [7]. All the relevant information could be shared through the cloud class platform vividly, so as to form good learning environment conveniently and quickly, which gives students a visual and auditory impact and helps students to improve their interests and curiosity in English learning.

3.3   Promoting Critical Thinking

Students do better critical thinking by using the cloud class platform. For instance, as for a reading text, teacher can set a few reading comprehension questions, allowing students to do "self-test" on the platform. What makes the test different is the variability of scores—students can change their answers within a certain period of time and increase their rankings by improving their scores. It is reflected as "experience points" increasing in the App. On the one hand, this function arouses students' interests in the forthcoming text. On the other hand, it makes the students carry out preliminary thinking on the topics involved in the text. During the class, by analyzing the text, students can not only read and do critical thinking, but also share the personal thoughts on the platform by participating in the "Brainstorm" part effectively. After class, there are some discussions and tests about the reading materials on the platform, in terms of the main idea, logical structure, writing techniques and other tests and discussions, which will stimulate students to output their knowledge.

Critical thinking could be realized by writing activities in the App. For instance, in the pre-class and classroom teaching activities, more emphasis is placed on the inter-action and exploration analysis among peers, group discussions and the mode of teamwork reported by groups so that students can effectively discuss the depth and breadth of texts and foster critical thinking [8]. The output form of after-class online is as follows: divergent writing and follow-up writing. In the App, divergent writing is related to the theme of the text, the core sentence or a chapter abbreviation, expansion and rewriting. Follow-up writing could continue writing follow-up content, and this process requires students to propose questions and solve problems, release imagination, so as to develop innovative thinking ability.

Another function in the App, voting or giving a thumb, can raise students' awareness of critical thinking. On the platform, teachers and students could conduct in-depth discussion on the opposite end of the reading materials. The statistics made by the platform will demonstrate students' thoughts of a certain topic. With the support of

Big Data, all the students could find their peers' ideas, so as to stimulate themselves to do more critical thinking.

4 Conclusion

This paper provides an initial understanding of students' idea of using the cloud class platform in college English classes through questionnaire survey. Under the guidance of POA, the effect of college English based on cloud class platform is good. It is a good real-time interaction by sharing the materials vividly and concerning students' habits, which makes great contribution to the efficiency of college English teaching. However, the teaching model puts forward more requirements for the management of classes. While the cloud class platform is integrated with the traditional classroom, teachers should avoid students' distraction—use the mobile phone to do something irrelevant to the content of the course. Both teachers and students should make good use of online and offline resources, give full play to the cloud class platform in teaching, so as to improve the teaching effect of college English and cultivate talents with excellent ability of critical thinking.

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