

A Research on College English Teaching Design based on Mosoteach App

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Abstract. With the concept of "Internet +" hitting College English teaching, the disadvantages of traditional teaching are becoming more and more obvious. This paper attempts to make mobile phones gradually enter the classroom to participate in the interaction of public foreign language teaching, and become a kind of available teaching means to serve teaching. Based on Mosoteach, a new design of College English course is made in this paper. Through practice, it is found that the design greatly improves the enthusiasm of students in learning. Students study in class actively and participate in classroom activities actively, thus greatly improving the quality of classroom teaching.

Keywords: Mosoteach App; College English Teaching; mixed teaching design.

1. Introduction

In the context of the continuous development and update of the Internet, the drawbacks of traditional teaching are becoming more and more obvious. Some students will watch mobile phones in class. Mobile phones have become an indispensable tool for people. Especially for college students nowadays, it seems that they can't live without mobile phones. Although a variety of other high-tech technologies have gradually entered the classroom, it still cannot change the phenomenon that some students bow their heads to play with mobile phones in class, do not take the initiative to consult teachers when they encounter problems, and do not discuss with their classmates. Many students have ambiguous learning goals and lack of autonomous thinking ability. Most of them rely on mobile phones and the Internet to answer questions and complete homework. The emergence and use of Mosoteach has changed this phenomenon and improved the situation. The familiarity and mastery of the Mosoteach by university teachers conform to the trend of the times, and the informationization of education is also promoting the development of education and making it more suitable for the development of society.

First, compared with the Mosoteach, the current classroom teaching mode is very monotonous. Classroom is served as a carrier, and students are the main body. For the fixed-time and fixed-place teaching mode, the teaching content is limited because of the teaching classroom time, and in order to ensure that students to receive effective teaching content, it is also intended to squeeze out time in the limited classroom time to check whether students have completed the relevant content of learning. In this case, the students are actually led by the teachers to study in a monotonous way. The monotonousness of learning mode leads to the monotonousness of learning method. The monotonousness of learning method limits the expansion of students' thinking of learning, and then stiffens students' self-learning consciousness. It is not only a poor teaching quality, but also not conducive to the cultivation of students' individual abilities. This is a big problem to be solved.

Second, the way of learning is too stylized. Because the classroom time is limited, teachers need to pack the teaching content before the teaching is carried out. For example, a certain classroom carries out specific knowledge learning and divides the teaching material content into several small pieces, which limits the teaching content. Students cannot make their own choices and can only passively accept the knowledge that the teacher has packed for them. Students' individual differences have not been paid attention to, and the learning style will gradually become stylized with the packaging teaching form of teachers. Finally, it is difficult to cultivate students' self-learning and self-inquiry ability, and there are many problems in the process of actual teaching.

Thirdly, it is difficult for students to interact with teachers in classroom teaching. In traditional teaching classes, especially in the teaching of public English courses, teachers themselves face more

students. It is impossible to make one-to-one interaction for each student's learning progress to deepen students' understanding of knowledge. Teachers' energy is limited, and the classroom time does not allow teachers to complete one-to-one interaction. In ordinary interaction, when teachers ask questions, students are afraid to raise their hands to answer because of various psychological factors, such as no preview, not knowing how to answer, shyness, fear of their own wrong answers and so on.

As a result, no matter how rigid or inactive of the atmosphere or the quality of the classroom, the difficulty of interaction has seriously affected the development of the follow-up teaching content. Teachers do not know the true level of students' knowledge, they can only judge students by experience, so the overall quality of teaching is relatively low.

2. Design of the Mixed Teaching Mode based on Mosoteach App

2.1 Mixed Teaching

Mixed teaching is a kind of "online plus offline" teaching which combines the advantages of online teaching and traditional teaching. Through the combination of the two teaching organizational forms, learners can learn more. The external manifestation of this kind of teaching is to adopt the two ways of "online" and "offline" to carry out teaching: "online" teaching is not a supplement of the whole teaching activities, but a necessary activity of teaching; "offline" teaching is not a copy of traditional classroom teaching activities, but a more in-depth teaching based on the "online" early learning results. There is no unified mode of mixed teaching reform, which is to give full play to the advantages of both online and offline teaching to transform our traditional teaching, and to change the problems of students' low learning initiative, insufficient cognitive participation, and large differences in learning outcomes among different students caused by the excessive use of lectures in classroom teaching. Mixed teaching reform is bound to reconstruct traditional classroom teaching, because this kind of teaching expands the time and space of traditional teaching. "Teaching" and "learning" do not necessarily occur at the same time and place. The core value of online teaching platform is to expand the time and space of teaching and learning.

2.2 The Mosoteach App

The Mosoteach App is the first free classroom interactive teaching App in China, and it is also the only intelligent teaching tool integrated with artificial intelligence technology in China. It can meet the needs of classroom teaching interaction and instant feedback between teachers and students, with the purpose of stimulating students' autonomous learning on mobile devices, realizing instant interaction between teachers and students, resource push and assignment tasks, and recording students' learning behavior in real time through cloud service, in which the experience value stimulates students' learning, and teachers can praise and reward them with experience value, thus promoting the evaluation process and individualized teaching. It can also provide teachers with high-quality teaching and research data, and realize personalized intelligent assistant learning and intelligent assistant teaching function based on artificial intelligence technology.

It is feasible and advantageous to choose The Mosoteach App as the teaching platform of mixed teaching. It makes teachers' teaching more efficient and students' learning more interesting. However, the advantages of traditional teaching methods cannot be neglected. Traditional teaching is the cornerstone of new teaching methods. Combining other modes on this cornerstone can improve teaching's effectiveness.

2.3 Teaching Design based on the Mosoteach App

2.3.1 Pre-class Preparation: Creating Class and Teaching Design

Before the beginning of the course, teachers can create classes in College English on personal computers or mobile devices (iPad, mobile phones). The platform automatically generates class invitation codes. After downloading The Mosoteach App, students use invitation code to enter the corresponding class. Teachers can carry out relevant curriculum activities in cloud classes, such as

uploading curriculum resources, issuing announcements, conducting in-class tests, brainstorming, answering questions online, discussing, voting and so on. Students complete the corresponding learning and tasks according to the requirements.

Before class, the teacher publishes the preview notice on the teaching platform of The Mosoteach App, and uploads relevant video, audio, PPT and other curriculum resources. The student union receives the message reminder, enters the App to be able to view the preview request, downloads the study resources. Every task in App has an experience value. In order to get a higher experience value, students will actively complete related tasks. In the process of completing various learning tasks, if you encounter problems or have any feelings, you can send them to the question-and-answer discussion area, so that teachers and students, students and students can communicate, save off-line classroom teaching time, so as to complete teaching more effectively.

2.3.2 In-class: On-line and Off-line Combination Model to Develop Classroom Teaching

This stage is a face-to-face teaching which combines teachers and students online and offline. Through brainstorming and online discussion, teachers can motivate students to actively participate in thinking and solve problems that are not discussed online. In the classroom, teachers can also open the process - "classroom performance" to select people, by shaking randomly, or by manual mode to select people, so that students can participate in classroom discussion or answer questions. In addition, there are hand-raising and Rush-answer buttons, students can fight for teachers' release of hand-raising or Rush-answer opportunities, selected or seized the opportunity of students, and then stand up to speak. Before the end of the course, teachers can organize in-class tests to get students' test results and test learning effectiveness. Teachers can also issue questions and answers, which can be harvested immediately.

2.3.3 After Class: Online Teaching Evaluation

Students can review through online learning resources, upload homework to cloud platform, and get corresponding experience value by mutual evaluation and comment among students. Teachers can also initiate new discussions and open up one-to-one communication channels between teachers and students through the inspiration of curriculum teaching. Teachers understand students' learning situation through their experience values and learning reports, evaluate them and make new teaching plans. At the same time, students can also learn about their own learning situation through learning reports and teacher's evaluation results, so as to improve their learning methods.

Using The Mosoteach App platform, teachers can intuitively control students' experience value, diligence, check-in, participation in activities, speaking, downloading learning resources, daily testing and many other aspects during a semester to get the data they need. Through multi-dimensional evaluation, teachers can evaluate students' learning effectiveness more comprehensively and fairly.

2.3.4 Advantages and Disadvantages

The Mosoteach App realized the "Internet plus mobile phone" informationized teaching means, reflecting the advantages of the Internet. First, it breaks the traditional teaching mode, let the learning time become free and autonomous. Regardless of any time spent by students before and after class, students can learn the resources issued by teachers again and again. Secondly, we should change the traditional teaching concepts and realize the new teaching mode of teacher-led and student-centered in order to meet the needs of diversified teaching methods and modes, such as English autonomous learning, question-and-answer teaching, interactive teaching and so on. Thirdly, the enthusiasm of students has been greatly mobilized, especially when they rush to answer and shake the candidates, the students who get the opportunity will cherish the opportunity and try hard to answer. Others who don't get the opportunity will also be well prepared, in order to look forward to the coming of the next opportunity, thus students' autonomous learning ability has been greatly improved. Thirdly, the powerful background and database of the Mosoteach App can accurately retain all the data for each created class and form intuitive and objective data, which can basically replace the traditional paper, written and handwritten scoring data. Students' term performance can be checked at any time.

Teachers should adjust teaching methods and modes according to the content of students' feedback in time. Fourthly, the design of different classes of the same course can be replicated and used repeatedly to improve teaching efficiency. In a word, students can draw nutrients from collective wisdom, spark in the collision with teachers, and become the source of power to promote learning; at the same time, enrich personal learning experience, experience common growth experience, and improve English level and ability in mutual assistance.

At the same time, it also has some shortcomings. First, students are encouraged to use mobile phones in class. Some students have poor self-control and may use mobile phones for other activities unrelated to teaching. Secondly, some students have slow internet speed or low mobile phone configuration, so they cannot grab the opportunity to answer questions, which will frustrate their enthusiasm. Thirdly, the reciprocal evaluation mechanism of The Mosoteach App class will make some students have the psychology of comparing, even pay attention to the points, praise and get the attention of other students, thus ignoring the content of the activities.

3. Conclusion

In the process of teaching based on The Mosoteach App, teachers are trainers and promoters of students' autonomous learning ability, organizers and managers of teaching activities, supervisors and inspectors of students' autonomous learning process. Teachers and students, students and students have established a sense of cooperation and team spirit. Through the use of The Mosoteach App platform, the situation of time and space constraints on English teaching and learning has been basically solved, the leading role of teachers has been brought into full play, the bilateral interaction between teachers and students has been strengthened, the barrier-free communication between students has been promoted. Besides, the students' autonomous learning ability and the ability of expression, communication and cooperation have been fostered. So teachers promote the formation of an open teaching system. It also shows the diversity of classroom teaching activities and achieves a more optimized teaching effect.

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