

Research on the Application of Mobile Technology under Background of Internet -- Take Moso Teach as an Example

Xi Chen, Chengsheng Yao

Liaoning Normal University Haihua College, Dalian, Liaoning, China

Keywords: Moso Teach, mobile technology, English learning.

Abstract: The purpose of this paper is to cultivate students' creativity, critical thinking ability and practical ability by using Moso Teach, a mobile technology, under the era of Internet. Traditional teaching can't arouse students' interests to learn any more so the teaching atmosphere develops in a low state. Therefore, it aims to take the Internet as an intermediary and take Moso Teach as an example to make in-depth analysis of the importance of mobile application technology in English learning. This paper expounds the purpose, meaning, content and effect of application, and explores the ways for applying mobile technology to support English learning. By using task-driven approach, it will strengthen students' ability to connect theory with practice. Therefore, it does a lot of good for teaching.

1. Purpose and Importance

Under the background of Internet era, applying the innovative achievements of Internet to teaching can make teaching bring forth new ideas, which constructs a new teaching form. In the process of construction, mobile technology has become an indispensable means. With the upgrade and development of smart phones and rise of Apps for mobile phones, the application of mobile technology has produced a new interpretation. Based on the summary of teaching experience, the text, connected to scientific and technological means of Internet, will explore that how to improve effectiveness of teaching by using mobile Internet technology. With development of information technology and wireless communications technology, hardware equipment has been developed in a rapid way. Students' ownership of mobile device is of a high rate.

Actually, traditional teaching mode is presented by teachers' demonstrating and students' imitating. The form of mode is single and effectiveness is low. However, by using Moso Teach, teachers can manage their own classes on any mobile device such as managing students, sending notice, sharing resources, arranging and grading homework, organizing teaching activities, etc. Moso Teach can arouse students' enthusiasm for self-study on mobile devices. In consequence, mobile devices are not just tools for social use any longer. Therefore, user experience will be enriched with a further embodiment of value on mobile technology. In addition, cloud technology applied by Moso Teach is free of charge to teachers and students who can find exclusive APP on iPhone, iPad and Android respectively. This improves application of mobile technology which brings convenience to users.

2. Content of Application

2.1. Easy Management of Class

For using Moso Teach, we have two modes of management which include online and offline ways. Activities held in class are online management and Activities held out of class are offline management. Firstly, students need to download an APP on mobile phones in order to complete registration with their own student number and name. Then, students can join the classes created by teachers to finish teaching activities. Teachers can initiate various activities as long as they are in mobile environment. For example, students can sign in class before class and they can get the corresponding experience credits after finishing registration. Before launching various activities, teachers can also make design of group work by adding different groups in the corresponding area of APP and dividing members of each group. Members can be added and removed by checking the options. After designing group solution, teachers can initiate different activities and make evaluations according to the performance of each group. This way breaks the traditional way of asking questions in class for students can accomplish tasks through mobile devices before getting a timely feedback.

After class, teachers can click on the PC browser to upload files to resource library. The uploaded materials can be documents, video or audio which are local materials on computer or in curriculum circle. When releasing resources, teachers can set the title of the file and the time for releasing. Those materials can be immediately seen by others on Moso Teach after releasing. It can also be set that students will get the corresponding experience credits after skimming through the materials. If not using uploading from local materials, forwarding function can be used instead by forwarding other teachers' documents to their own curriculum circle. After that, those resources can be found in resource library. In addition, resources once released can also be uploaded to other classes that they have set. After checking one or many resources, teachers can click to release them so that the resources can be seen in other classes.

At the same time, brainstorming activities are also suitable for after-school activities. When to start the brainstorming and when to end brainstorming should be set before initiating brainstorming activities. Everyone should complete the brainstorming within the time limit. On the answer page, teachers also can give experience credits to students. After class, students can discuss difficult questions on Moso Teach. The principle is the same as function of Wechat group. Discussion group can not only edit text for discussion but also send messages of voice. Each message has a complimentary function, allowing the speaker to get experience credits ranging from 3 to 10 points. If you want to use a message as a standard answer, you can add it to knotty-question library.

2.2. Perfect Tracking Assessment

Test Database of Moso Teach refers to module for managing test questions. All can see the test questions for all subjects by logging on PC Browser. While setting up test questions, we can also upload analysis of answers. Therefore, students can see answers directly when they check answers. In addition, this module has the function of bulk uploading files that greatly improves working efficiency. In addition to founding Test Database, tests can be used to tract students' learning. First, we can add a title according to the chapter and then set experience credits of the test. Students will acquire accordingly credits according to percentage of score in test to the total test score. For example, a 10-credits test includes 10 topics and 10 points is for each topic. If students can acquire 80 score, they can get 8 experience credits. Test questions also can be set in disorder, so that it will effectively prevent students from cheating. Then, we can set time for submitting papers, so the system will automatically submit answers at the time. Or we can set whether the test can be redone

and the times they can be redone as needed. After submitting answers, students can check the true answers and their analysis. For those poor in grades, they can be designated to redo test so that they have opportunities to complete the test again. After testing, we can check ranking of score. If necessary, we can share the test in curriculum circle or delete the test.

It is also important to submit homework on Moso Teach. Users can upload assignments by setting different group schemes which are designed by teachers. Scoring points can also be set to give scores according to scoring points. System arranges the order according to submission time. On the premise of so many submissions, we can check assignments by using different methods of sorting. Those methods include checking scored assignments, checking ungraded assignments or sorting assignments by score and student number. While checking assignments, you can annotate the submitted text or even a photo. After that, you can send annotations and commentaries in comment area. If there are too many assignments, batching scoring function can be used to improve working efficiency. Take English writing as an example, intelligent correction can be also used to score assignments. Then, Moso Teach will grade automatically and generate appraisal reports. If necessary, teachers can modify scores manually.

2.3. Other Functions

Besides, Moso Teach also has other functions to use. Such as, it has the function of exporting data. The page of exporting data is a unique functional page on the web page. On this page, tabulate data and detailed data of Moso Teach can be exported. Before exporting data, we can go for setting module of weight which is score of every column at the top of page accounted for ordinary score. Teachers can set weight according to demand of teaching. After setting weight, weight will be applied to aggregated chart of Excel, aggregate data, which is exported. This will provide convenience for collecting scores and reduce workload. In addition, weight can be reset. However, one thing we should notice is weight rate must be 100 percent; moreover, setting rate of those columns that do not need to participate in the statistics as 0%. After setting, we click and go to page for exporting. We can choose right time to export data or set range of time to screen the content of participatory statistics. System will export the report within 24 hours after you click to export aggregate data and detailed data. During the process, you can go to center for exporting to check schedule of exporting aggregate data. For successfully exported data, they can be downloaded locally for viewing. If you use WPS to check aggregate data that has been exported, there will be possibly no data in Excel. Therefore, after opening files, you can press F9 to refresh data.

Another function is library management. Item bank, resource bank and activity bank can be managed in database. The name of each column in left part on page of resource bank is for every class already created. Clicking to manage bank and entering it to manage each group, you can set up new courses in accordance with demand of teaching or set up groups for a certain curriculum. Also, operations in bank management can't make influence on groups in classes. When returning to the list of resource, you can see all resources on the page by default. The number of resources can be adjusted on each page. Click on any curriculum or group, you can see corresponding resources. Under the circumstances of bulk of resources, search function can be used to find resources quickly. On activity page, the above operations for management can also be used.

Another unique function of Moso Teach is to integrate teaching packages. Teaching packages are sharing packages of resources and activities in all classes, which aim to ask other teachers to share them. At the same time, it can also search other teachers' packages according to teaching needs. And then, you can set up classes on the basis of teaching packages. Firstly, you can choose resources and activities that you want to pack before sorting those teaching packages. After that, teaching packages can be released. They can be published and authorized in the name of an

individual. They can be also released in the name of institutions including Moso Teach, school, press and other cooperators. To make sure quality of content, teaching packages that have been submitted will be audited for one to two working days. If teaching packages fail to pass audits, the corresponding reasons will be labeled so that you can make modifications of teaching packages. The authorized teaching packages can be used to create classes in the light of teaching needs.

Besides the above functions, it provides convenient throwing screen function to work in with projection teachers' use by teaching with Moso Teach. By easy operations, Moso Teach on mobile phones will be connected with computer screen. Moso Teach on mobile phone controls computer screen to display check-in, resources and activities in order to make class more vivid and interesting. However, Moso Teach must be accessed to the internet so that we can use it. When opening resources or initiating activities, computers will display real-time content. We can also display resources including pictures, audio, and video, PPT, Word, and Excel etc. by throwing screen. Pictures and image-text pages displayed by throwing screen can be manually adjusted for right size. If the content is beyond the scope of display, you can use rocker to control its rolling from top to bottom and from left to right. In addition, you can also adjust size of character according to demand of display. What's more, you can quickly switch and release the lock status by double-clicking the float window of the projection screen. When you want to make an end of projection, you can click the exit button. At the moment, all connections will be disconnected and the screen mode will be withdrawn.

3. Effect of Application

Moso Teach, as auxiliary instruction means, plays an important role in promoting teaching. The reason is that teaching reform at the present lays particular stress on teaching means but not on reform of teaching environment. Under help of openness and short cut through the Internet, restrictions of teaching environment have been broken in a creative way. This both online and offline teaching mode has expanded teaching space and makes changes to some extent. The reform has achieved a great success in terms of four aspects or so.

3.1. Enhancement of Practical Ability

Through online tasks, the traditional centralized explanation has been changed. Students can complete online tasks independently, which shorten students' learning time and improve their learning efficiency. We can also initiate tasks for students to choose based on their own ability and that will ask students to finish corresponding tasks that they have chosen. "Constructing both classes and people" will arouse students' interests to the full. Therefore, students' practical ability will be improved and Moso Teach will exert its auxiliary function on teaching.

3.2. Improvement of Comprehensive Ability

There are a lot of modules in Moso Teach. So students can improve their own self-study ability by learning in self-taught module. For an instance, resources in resource bank and teaching packages in curriculum circle released by teacher need students to learn by themselves. Completing tasks released by teacher also improves students' ability of practical operations. What's more, students can have group discussion and make brainstorm online. Through all work together and solve problems together, students will fully exercise their critical thinking and realize integrated use of knowledge and skills, which cultivate students' comprehensive ability and ability of sustainable development.

3.3. Improvement of Professional Level

Promotion of professional level also represents breakthrough on creativity. Based on mobile platform, students can receive reactions and guidelines from teachers and experts, which will help students to achieve the frontier expertise and to grasp trend of development and direction of this subject. All this will improve students' professional ability. Then, this promotion of professional level is not restricted because it happens in many aspects. For example, teaching mode and methods make some breakthroughs. From two aspects including online and offline ways, it tend to be more effective and helpful for students to solve practical issues by using of online teaching so that effectiveness will be improved.

3.4. Developing Individualized Learning

Students are different in learning base and ability of accepting knowledge, which causes different needs for learning. Through Moso Teach, we can use its small learning module and small topics to make practice in terms of weakness. It conforms to needs of individualized learning and indicates its flexibility and selectivity that traditional way can't compare with.

4. Summary

In the past, what has been used is to integrate theory and practice in class by taking measure of lecturing and demonstrating. After explanation, students will understand relative knowledge before going to the training base for practice. The process usually causes that practice is behind learning or students rely on others too much. We all know that to learn is to use. If we don't have critical thinking ability, we will fail to use what we have learned while completing tasks. As an auxiliary method for teaching, Moso Teach is a good choice and a suitable app for helping them to cultivate thinking ability.

Presentation of each class as well as exercises like reading and filling blanks can be submitted in Moso Teach. By using the set of system, communications between teachers and students will be promoted and it is easier to organize students to study. So it will benefit students based on their own ability. At the same time, it is also a challenge for teachers to optimize method, adjust content and improve design in correspond to the change of mobile learning way. Also, there is a challenge for suppliers to provide more facilitating methods for enriching mobile learning tools. It is needed to bring lots of sensory experience such as visual sense and auditory sense. Taking mobile Internet as the carrier, Moso Teach focuses on expanding teaching scope, innovating teaching mode and improving evaluation system which fundamentally stimulate students' initiative and enthusiasm. Building a bridge for students to contact society with mobile Internet technology, it ultimately achieves improvement of teaching effect.

Acknowledgement

This research was financially supported by 2018 Undergraduate Teaching Reform Research Projects of Liaoning Provincial Department of Education. The project title: Research on Eco-classroom Teaching Model of College English Based on Moso Teach. The project number: 822.

References

- [1] Zhu Jing. *Research on Application of Mobile Technology in Informal Learning of English [J]. Technology Application, 2013, (9): 94-95.*
- [2] Li Xiaohan. *Research on the Application of Mobile Internet Technology in Practical Teaching – Take the Economic*

- Forest Fruit Yield Survey as an example [J]. Education Teaching Forum, 2019, (2): 91-92.*
- [3] Wu Jun. *Micro Learning – A New Mode of Students' Self-learning [J]. Chinese Education and Information, 2012, (7): 89-90.*
- [4] Yu Shengquan. *The Ecological View of Educational Informatization [J]. Journal of Education and Technology, 2007, (11): 70-72.*
- [5] Zhu Yonghai. *Perspective on the Strategy of Educational Informatization Construction from the Evolution of Educational Information Ecosystem [J]. Distance Education in China, 2009, (2): 16-21.*