Application of a Network Teaching Platform in English Classroom Teaching

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ABSTRACT

The online teaching platform based on the online teaching system on the internet has been widely used in the English education industry. Language education researchers, English teachers, and educational technology professionals are interested in exploring the potential of online teaching platforms in language education. This article explores the impact of the teaching platform based on MOOC on English classroom teaching. By comparing the teaching effects of using MOOC teaching platform and traditional teaching methods, this article analyzes the impact of online teaching platform on English classroom teaching and provides theoretical data support to promote the application of online teaching platform in English classroom teaching. The research results show that compared with traditional teaching methods, the flipped classroom teaching model using the MOOC teaching platform achieves optimization of the learning process and teaching effectiveness and improves attitudes, interests, strategies, and cooperation in English learning.

KEYWORDS

English Classroom, Internet Technology, Learning Effect, Network Teaching Platform

INTRODUCTION

With the rapid development of computer network technology, internet-based methods have been widely used in the education industry. This has led to a transformation of traditional teaching methods and an improvement in teaching quality. Many countries are using network technology to reform English teaching models (Qian, 2018). China also pays attention to online platform teaching, and the foreign language teaching model in the network environment is developing rapidly (Cakrawati, 2017).

By effectively using multimedia network technology to integrate and share English courses, the fundamental structures and methods of teaching these courses can be changed. In the future, classrooms will incorporate a combination of autonomous learning mode and classroom teaching mode. The application of the network teaching platform enables students to complete learning tasks more authentically and challenges them more. At the same time, it improves students' enthusiasm for learning and enhances their ability to solve difficult problems (Ubaedillah et al., 2021).

In order to modernize education, it is necessary to adapt teaching methods to better reflect the technologies available today. Through continuous reform and innovation, we must actively use the Internet to enhance classroom teaching and maximize its role in the education industry. The application

of network teaching platforms in English classroom teaching is a topic that has attracted much attention in recent years, especially with the development of online education and flipped classroom models.

Network teaching platforms are web-based systems that provide various functions and resources for teachers and students to facilitate online learning and interaction. One of the most popular network teaching platforms is MOOC (Massive Open Online Course), which offers free or low-cost courses from prestigious universities and institutions around the world. MOOCs have been widely used in English classroom teaching as they can provide rich and authentic materials, flexible learning modes, personalized feedback, and peer collaboration for English learners. However, there are also challenges and limitations to using MOOCs in English classroom teaching, such as technical issues, learner motivation, teacher roles, assessment methods, and cultural differences. Therefore, it is important to explore how MOOCs can be effectively integrated into English classroom teaching to enhance learning outcomes and experiences.

Several studies have investigated the application of MOOCs in English classroom teaching using different perspectives and contexts. For example, Alharbi (2020) examined the effects of using a MOOC platform on Saudi EFL learners' reading comprehension skills and motivation for learning. The results showed that the experimental group (who used the MOOC platform) outperformed the control group (who used traditional methods in both reading comprehension tests and motivation questionnaires). The study also revealed that the learners had positive attitudes towards using the MOOC platform for learning English.

Another study by Chen et al. (2020) explored how Chinese EFL teachers used a MOOC platform to design flipped classrooms for college English courses. The study adopted a mixed-methods approach by collecting data from questionnaires, interviews, observations, and documents. The findings indicated that the teachers used various strategies to design flipped classrooms based on the MOOC platform, such as selecting appropriate courses, creating learning tasks, scaffolding learning activities, facilitating online discussions, and providing feedback. The study also identified some challenges and suggestions for improving flipped classroom practices based on MOOCs.

A third study on the subject by Kaur et al. (2021) investigated how Indian EFL learners perceived their participation in a MOOC-based blended learning course. The study used a qualitative case study method to collect data from interviews, focus groups, reflective journals, and online artifacts. The analysis revealed that the learners had positive perceptions of their participation in terms of engagement, interaction, collaboration, autonomy, flexibility, and achievement. However, the study also highlighted some difficulties and barriers that the learners faced, such as technical problems, time management, language proficiency, and cultural differences. These studies demonstrate that while MOOCs can be a valuable resource for enhancing English classroom teaching and learning, their use also requires careful planning, implementation, and evaluation to address potential challenges and issues. More research is needed to explore the best practices and pedagogies for integrating MOOCs into English classroom teaching across different levels, contexts, and disciplines.

There has also been research on the subject of using network teaching platforms in the classroom (Bai & Zhang, 2020). For example, with regard to the application Chaoxing Xuetong, which is a teaching platform used in a tourism geography course, Wallace (2013) has given full rein to the advantages of Internet technology. The study of this online course in tourism geography is divided into four stages: teaching preparation; student preview; classroom lecture, discussion, and feedback; and the application of the network teaching mode to actual teaching, an analysis of its advantages and problems in course teaching, and suggestions to help resolve these issues.

In another study, Liu & Ren (2022) describe how they have developed a new online learning platform, called the Xueleyun platform, which fully combines the Internet and big data. It optimizes teaching and learning, improves teaching levels, and builds a platform for teaching authorities, schools, and teachers. Next, Meng-yue et al. (2020) describe an education ecosystem platform that integrates education with information about students and parents. It uses artificial intelligence, big data, cloud computing, and other technologies. It combines the most advanced educational concepts

with core technical algorithms to carry out innovations such as characteristic education, self-study, and educational administration management.

Additionally, Pingxiao (2017) uses the Internet teaching platform to study the influence of the Xueleyun platform on English classroom teaching and concludes that teachers can use Internet technology scientifically and rationally to improve their own teaching level and teaching quality. Also, students who make full use of the platform can gain access to numerous, high-quality English learning resources. In another study, Cui (2017) focuses on the impact of the e-learning network teaching platform on high school teaching. The researcher took students from two classes in the first grade of senior high school as the research object. One class was selected to use the e-learning network teaching platform for six months. Additionally, as part of the control group, another class utilized SPSS software to analyze the students' grades. They also employed questionnaires, surveys, observations, and other research methods to assess the students' reading level. It explored the situational creativity-guided exploration-self-discovery of high school English reading teaching mode, which continuously improves students' reading interest and level.

Du (2018) further explores the design of e-learning network teaching platforms. Through a case analysis of different themes and genres, and by watching the course video and reflecting after class, the researcher concluded that the e-learning network teaching platform can significantly improve students' interest in English reading. To improve students' reading levels, there are great advantages to combining the e-learning network teaching platform with teaching high school English reading. In another study that explores the efficacy of a network teaching platform, Septinawati et al. (2020) take teaching a high school physical education class as the research object. They summarize the connotation and characteristics of the network teaching platform, study the influence of the multimedia network teaching platform on physical education teaching, analyze it, and provide guidance to physical education teachers.

Some researchers like Huang (2020) have developed an online classroom teaching platform that moves the teacher's teaching work to the Internet. At the same time, students can also use this platform to carry out a pre-class preview, in-class learning, and after-class review to meet their independent learning requirements. Repeated study and review, checking for omissions, and making up for vacancies can not only reduce the workload of classroom teaching, but also maximize the enthusiasm of students in the classroom. This will improve students' active learning instead of passive listening and will help students to become independent learners.

Previous studies have investigated the effectiveness of the WeChat Classroom public platform in classroom teaching. These studies utilized the questionnaire method on the platform to evaluate the comprehensiveness of the course content. The studies also used SPSS software to test the reliability and validity of classroom statistics and to analyze the relationship between variables. The results of the studies showed that there was a significant positive correlation between the flexibility of study time, positive interaction, and teacher and student satisfaction with the WeChat classroom platform.

Agung et al. (2020) have studied the role of teachers in teaching English writing while using a network teaching platform. English teachers use a variety of teaching methods, carry out student-centered teaching activities through the application of network teaching platforms, and apply process teaching methods to pre-writing, writing, and revising. This can improve classroom efficiency, improve students' basic English level, and promote student comprehension. Some researchers like Syakur. A. (2020) have studied the flipped classroom teaching mode of online learning. The flipped classroom can be divided into the teaching resource development stage, pre-class knowledge transfer stage, in-class expansion and sublimation stage, and post-class evaluation and summary stage. The teacher prepares the teaching design and courseware, and students watch teaching videos. Through online communication, exercises, and review, the researchers check the efficacy of the teaching, evaluate it, and put forward suggestions.

From these studies, we can see that the network teaching platform, which is a network teaching system built on the Internet, has been widely used in the education industry. In the English classroom,

the flexible application of the network teaching platform can not only enhance students' interest in learning, but also enrich students' writing materials, continuously improve students' writing ability, and maximize the classroom teaching effect. For these reasons, multimedia teaching has become a mainstay of school instruction.

In this paper, we aim to contribute to the existing literature by investigating the specific impact of network teaching platforms on English classroom teaching. While previous studies have highlighted the general benefits of Internet technology and network teaching platforms, few studies have focused on their specific impact on English classroom teaching. Furthermore, while some studies have explored the effectiveness of certain teaching methods or tools (such as flipped classrooms), few have conducted a comparative analysis of the effects of different teaching methods in conjunction with the use of network teaching platforms. Therefore, our study seeks to fill this gap by comprehensively examining the impact of network teaching platforms on the various stages of English classroom teaching and comparing their effectiveness with traditional teaching methods. By doing so, we hope to provide a more nuanced understanding of the potential of network teaching platforms in English language education, as well as of the specific benefits and limitations of different teaching methods in conjunction with their use.

This paper takes the application of the MOOC network teaching platform in the English classroom as the research object, and it divides the process of teaching in the English classroom into four stages: the stage of teaching resource development, the stage of knowledge transfer before class, the stage of expansion and sublimation in class, and the stage of evaluation and summary after class (Liu, 2016). It analyzes the effectiveness of teaching methods and the influence of network teaching platform on English classroom teaching, and it provides theoretical data support for improving the application of network teaching platform in English classroom teaching.

MATERIALS AND METHODS

This paper selects two parallel classes at Guiyang Experimental High School as the research objects: Class 1 is designated to be the experimental class, while Class 2 is the control class. Class 1 adopts the flipped classroom teaching mode of the MOOC network teaching platform in combination with traditional teaching methods and other network teaching platforms. In this class, students will study, review materials, and complete homework online. Class 2, as a control class, basically adopts the traditional teaching method. This class can use multimedia courseware such as PPT, and students complete homework on paper. Except for the different classroom teaching modes of the two classes, the content being taught and student assignments are the same, and classroom tests are carried out with the unit as a module. The course being covered is the English course in the second semester of Senior Two, which mainly aims to teach listening and speaking in the classroom and uses the textbook *New Concept English* published by Longman Publishers.

This study is carried out using the MOOC online teaching platform. The teacher divides the teaching content into pre-class, in-class, after-class, and examination (Gu & Li, 2021). Before class, usually two weeks in advance, the teacher uploads the word-reading audio and teaching courseware of each class to the MOOC online teaching platform (Yunus et al., 2012). Students can use mobile phones, computers, and tablets to access the online material and learn. With regard to semantics and explanations, students send their homework to the cloud after class, and teachers can review it online. According to the learning level of the students, the teacher sets up pre-class assignments of varying difficulty in advance: Students at the basic level complete listening and reading Task 1, while students at higher levels complete all the listening and reading tasks (Sun et al., 2021).

In the classroom, teachers check the completion of the pre-class assignments, understand why and where students made mistakes, repeat explanations of the material in a targeted manner, and guide students to complete the challenging tasks of listening and reading. In order to increase classroom effectiveness, teachers can design various forms of classroom activities, such as situational dialogues,

interactive discussions, role-playing, and so on (Wang & Qiao, 2020). If time permits, they can also watch videos of people speaking in English to enliven the classroom atmosphere.

After class, the teacher assigns homework on the unit theme and the content taught. Students need to complete the listening and oral homework according to requirements and post it to the MOOC online teaching platform (Mardiah, 2020). The teacher checks the homework and assigns marks to consolidate the oral ability training. Students can also use the QQ group to ask the teacher questions and for timely communication and feedback. At the end of each semester, students will be tested and their results will be assessed in order to measure their learning.

RESULTS

Experimental Results

Questionnaires were distributed to the students before and after the experiment in order to collect data about the application of network teaching platforms in English classroom teaching. Before beginning the experiment, 195 questionnaires were distributed to the students and 192 valid questionnaires were retrieved. At the end of the semester, 195 questionnaires were distributed and 191 valid questionnaires were collected.

During the semester, students in Class 1 who used the online teaching platform did significantly better than their peers in Class 2 with regard to pre-class preview and preparation. The pre-class study time of students was obtained through the questionnaires. Figure 1 shows a graph comparing the pre-class study time of students in Class 1 and Class 2 . It can be seen from the figure that students from Class 1 spend more than one hour studying before class, and that most of the students study for more than 2 hours before class, which is clearly higher than the students in Class 2.

By flipping the classroom teaching mode through the MOOC online teaching platform, the role of teachers in the classroom has undergone tremendous changes, from teaching to guiding (F. Zhang,

Figure 1. A comparison of pre-class learning times between Class 1 and Class 2
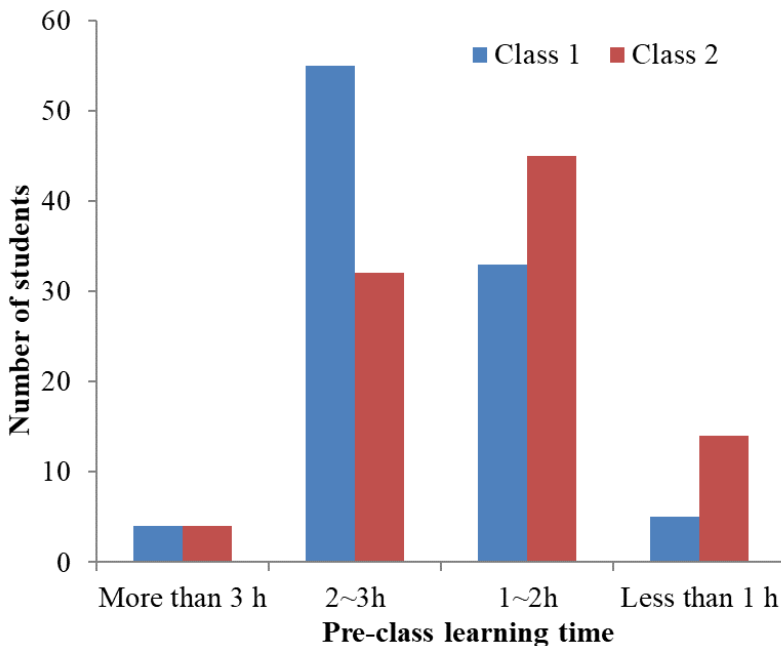
2017). By adopting the flipped classroom teaching method, students have the right to speak in the classroom, they are more deeply involved in the classroom, and gradually become the masters of the classroom. Learning becomes more effective and grades are significantly improved.

In the initial stages of this experiment, the students of Class 1 were at a loss. They didn't know how to operate the platform. They were still at the stage of slow adaptation, though they were nevertheless curious and eager to try it out. After entering the learning state, their initiative and enthusiasm were greatly improved. When using network teaching platforms, students' horizons are widened beyond solely classroom-related learning. They are enriched by after-class and extra-curricular knowledge, they gain life skills, and they also experience the fun of Internet technology. English learning is no longer confined to a book; it becomes fresh and lively (Dogoriti et al., 2014).

Through the online teaching platform, students can actively participate in group learning and discussions. When confronted with challenges, they can take the initiative to ask a group of students or their teachers for help, which not only improves learning efficiency but also enhances students' sense of cooperation and improves their communication skills. Thus, with the help of the MOOC online teaching platform, the English flipped classroom model has made substantial progress.

Figure 2 shows a comparison of students' satisfaction with classroom teaching, with special regard to the quality of answers they received to questions they posed in class. It can be seen from the figure that 86% of the students in Class 1 were satisfied with the answers to the questions, indicating that the classroom teaching in Class 1 was highly targeted. According to the results of the experiment, for class 1 students there are 33 students who are very satisfied with the answers to the course questions, 43 students who are very satisfied with the course, 17 students who are not very satisfied with the answers to the course questions while there are only 4 students who are not satisfied with the answers to the course questions. In contrast, for class 2 students, 26 students were very satisfied with the course question answers, 33 students were satisfied, 27 students were not very satisfied, while 9 students were very dissatisfied.

These results indicate that in both classes, the majority of the students had a positive attitude towards course question answering. Especially in class 1, a higher percentage of students were very satisfied and satisfied with the course. However, in class 2, a relatively high percentage of students were not very satisfied or very dissatisfied with the course.

Figure 3 shows the frequency of students' after-class learning. 80% of the students in Class 1 actively consolidate the knowledge they have learned after class and seek help for problems that have not been solved in class, while 62% of them expand their learning. This shows that the online teaching platform has fully mobilized the enthusiasm and initiative of students in after-class learning, and that students in this class have consolidated and strengthened their knowledge. However, there was a problem with regard to the online teaching platform. Students found a loophole in the homework setting and did not use care and thought to complete the homework. Instead, they took chances and used guesswork. For example, for homework with multiple-choice questions, students randomly chose an answer and the system automatically defaulted to be the correct answer. The students thought it was very easy to exploit this loophole and they even appeared to share the answers with each other. This incident indicates that students cannot completely rely on the online teaching platform for homework after class, and it highlights the necessity for teachers and parents to pay attention to students' study habits in order to avoid cheating and plagiarism.

In order to analyze the impact of the network teaching platform on students' grades, this paper randomly selects four classes and compares their scores before and after using the network teaching platform. The test is a measure of listening and speaking ability. The types of questions used and the difficulty level of the two tests are very similar. Figure 4 shows the test results before and after the experiment. It can be seen from the figure that except for Class D, the average scores of the other classes have improved to a certain extent. The biggest improvement is in Class A, where the score has increased by 14 points. The spike in test scores in this class can be attributed to these students' enthusiasm for learning, which led to a high degree of classroom participation in this class. Students of

Figure 2. Students' satisfaction with the answers to questions encountered in class
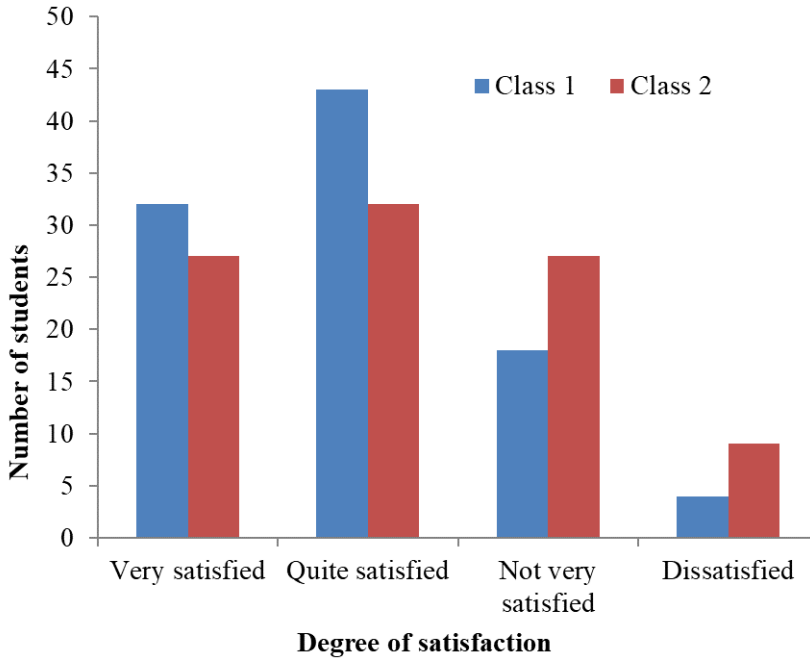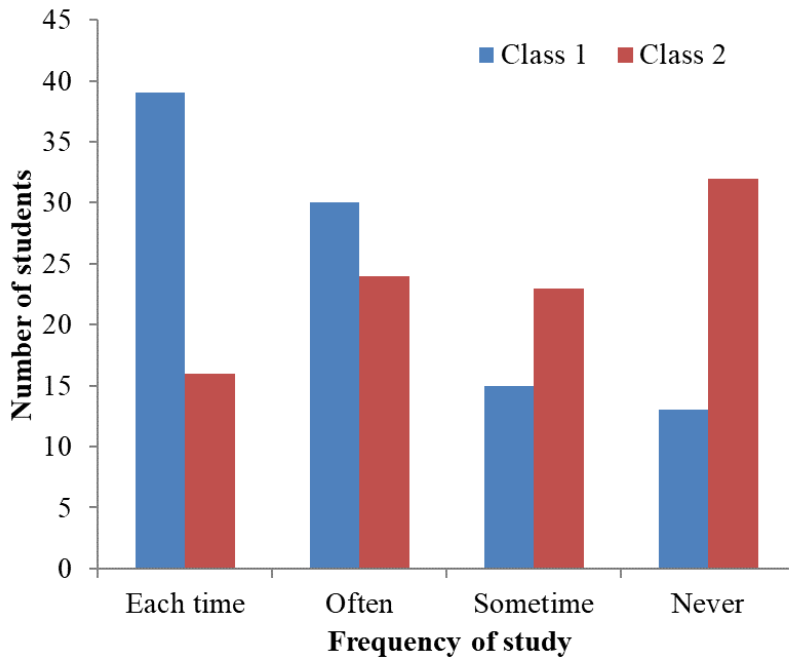

Figure 3. Frequency of students studying after class

Class A also completed homework and tasks successfully, in accordance with the teacher's guidance, and their high scores reflect this. Class B and Class C also see an improvement in their test scores.

However, the performance of Class D dropped slightly, mainly due to its weak English foundation, poor learning attitude, and low participation in class. Most students in this class could not successfully complete the work assigned by the teacher.

To study the impact of the online teaching platform on oral English learning, 10 students were selected from Class A to read words and follow up with oral communication. Their oral English was found to be clearer and more accurate, their expression is richer, and they are more fluent. Their overall oral English has improved to a certain extent. Through the questionnaire survey, we also discovered that 85% of the students felt that the online teaching platform could improve their English listening ability and 78% of the students think that it can improve their English oral expression ability. This fully demonstrates that students believe that the network teaching model is helpful. The results show that the blended learning mode can promote students' enthusiasm for learning oral English, optimize the learning process, and increase teaching efficiency.

In order to measure the learning of students in Class A before and after the experiment, this paper adjusted the questionnaire questions after the experiment, and carried out statistical analysis of the aspects of learning attitude, learning interest, learning strategy, and cooperative learning. Table 1 shows a summary of these statistics, taken before and after the experiment. It can be seen from the table that before the experiment, there is a big gap in the attitude, interest, strategy, and cooperation of students in Class A towards English learning, showing obvious passivity and disinterest. However, after using the MOOC network teaching platform, the gaps in the learning attitudes, interests, strategies, and cooperation have been narrowed, and students are more active and engaged. The average value of students' learning attitude increased by 0.3, learning interest increased by 0.7, learning strategy increased by 0.6, and learning cooperation increased by 1.1. This indicates that after the experiment, students in Class A have improved their attitudes, interests, strategies, and cooperation in English learning.

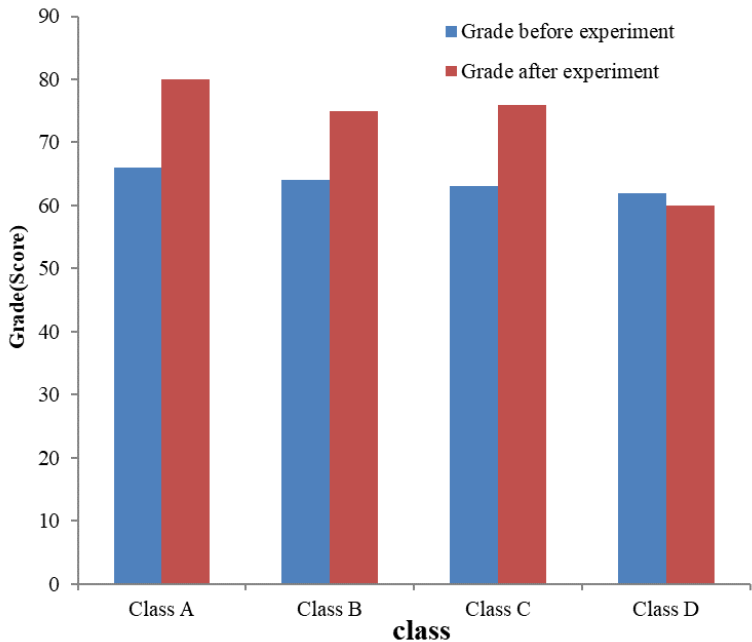Figure 4. Average grades before and after the class experiment

Table 1. Statistics depicting a comparison of student mindsets in Class A, before and after the experiment

Type	Experimental Comparison	Average Value	Maximum Value
Learning attitude	Before experiment	3.8	5
	After experiment	4.1	5
Learning interest	Before experiment	3.2	5
	After experiment	3.9	5
Learning strategy	Before experiment	3.8	5
	After experiment	4.4	5
Cooperative learning	Before experiment	3.2	5
	After experiment	4.3	5

Analysis of the Role of the Online Teaching Platform

By using the online teaching platform, both teachers and students can obtain rich teaching resources. Teaching videos and audio resources are the main materials that help students to learn independently. Teachers can use various devices such as mobile phones or computers to stimulate students' enthusiasm for independent English learning, explore potential learning motivation, and encourage independent learning in extracurricular time. At the same time, teachers are also required to master the application skills of the network platform, scientifically and rationally design classroom activities, continuously enrich classroom content, enhance students' classroom participation, improve teaching effects, and guide students before class, during class and after class to cultivate their learning habits.

When designing the online teaching platform in the best possible manner, teachers should not only optimize the content of the English writing class, but also optimize each section of the online teaching platform. They should flexibly use Internet technology, create discussion groups, set appropriate discussion topics, and guide students to actively participate in discussions. At the same time, through the arrangement and correction of assignments in the homework section, the students' learning levels can be grasped in a timely manner and appropriate feedback can be provided to the students to create an efficient interactive classroom. Teachers can also use the combination of pictures, text, and audio to provide students with a range of listening and speaking materials with various functions. They can even add music to enhance the charm of English classroom teaching and to mobilize learning interest and attract students' attention. In the classroom, teachers can also inspire students to think positively, energize the classroom atmosphere, and help achieve the purpose of the English classroom, which is to develop students' language expression ability.

CONCLUSION

The flexible application of the online teaching platform in English classrooms can not only enhance students' interest in learning, but also enrich students' writing materials, continuously improve students' writing ability, and maximize the effect of classroom teaching. This paper takes the application of the MOOC network teaching platform in the English classroom as the research object, and it divides the English classroom into the stages of: teaching resource development, pre-class knowledge transfer, in-class expansion and sublimation, and after-class evaluation and summary. It analyzes the effectiveness of teaching methods and the influence of network teaching platforms on English classroom teaching, and it provides theoretical data support for improving the application of network teaching platforms in English classroom teaching.

The main results of this study are:

1. The flipped classroom teaching mode using the MOOC network teaching platform and the traditional teaching method must follow these steps: The teaching content must be divided into pre-class, in-class, after-class, and exam. Before class, usually two weeks in advance, the teacher uploads the word-reading audio and teaching courseware of each class to the MOOC network teaching platform. Students can rely on mobile phones, computers, or tablets for online learning. After class, students send their homework to the cloud, and the teacher reviews it online. In the classroom, the teacher checks the completion of the homework, comprehends students' mistakes, and guides students to complete the targeted and repeated explanations. Listening and reading are more difficult tasks. After the English course is taught, students will be tested at the end of each semester and their learning effect will be assessed.

2. By flipping the classroom teaching mode through the MOOC online teaching platform, we have seen that the number of students asking questions before class has increased significantly. Students actively participate in group learning and discussions. Learning efficiency can also enhance students' sense of cooperation and improve communication skills. 86% of students are satisfied with the answers to the problems encountered in classroom learning, which shows that classroom teaching in Class 1 is highly targeted, and 75% of students participated in and completed the learning tasks well. Teachers effectively analyzed the students' after-class learning, and the online teaching platform fully mobilized the enthusiasm and initiative of students in after-class learning. Students consolidated and strengthened their knowledge in discussions. However, students' homework cannot completely rely on the online teaching platform. Despite this shortcoming, students who use network teaching platforms have a good attitude towards learning, participate actively in the classroom, and complete homework and tasks well in accordance with the teacher's guidance. In this experiment, their scores in the listening test also improved significantly, which shows that the mixed learning mode can promote their enthusiasm for learning oral English. Due to the network platform, teaching effectiveness is greatly improved, and students' attitudes, interests, strategies and cooperation in English learning are likewise improved.

This study concludes that the application of the MOOC network teaching platform in English classroom teaching can significantly improve the attitudes, interests, learning strategies, and cooperation of English learners. Specifically, the implementation of the flipped classroom teaching mode using the MOOC network teaching platform has been proven to be effective in enhancing students' enthusiasm for learning and promoting their learning efficiency. Moreover, the online teaching platform also facilitates communication between teachers and students and provides more diversified learning materials to students, which in turn enhances students' learning experience and performance.

Based on the research results, it is recommended that English teachers should actively seek opportunities to incorporate online teaching platforms and digital learning resources into classroom teaching. They should also develop personalized teaching strategies to cater to the different learning needs and styles of students. Moreover, teachers should also guide and motivate students to actively participate in online learning activities, while closely monitoring and evaluating the effectiveness of their online teaching practices to continuously improve their teaching quality.

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