Application of Cloud Teaching in Higher Vocational English Teaching—Take the MosoInk Cloud Class as an Example

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Abstract. Big data bring revolutionary changes to education in the Internet + education era. This paper analyzes the current teaching situation of higher vocational English teaching, and proposes Cloud teaching mode based on the MosoInk Cloud Class platform. The teaching practice shows that Cloud teaching mode can stimulate students' interest in autonomous learning, transform passive learning into active learning, and make teaching fun, simple and efficient, improve the students' language skills.

Keywords: Cloud Teaching, Higher Vocational English, MosoInk Cloud Class, Teaching Application

1 Introduction
In recent years, China's classroom teaching mode is undergoing significant changes, especially the emergence of Cloud Teaching, which has greatly shortened the communication distance between teachers and students. Students can use portable devices anytime, anywhere to create and share knowledge, and obtaining the required information provides students with an impressive experience [1]. At the same time, the Ten-year Development Plan for Educational Informatization (2011-2020) issued by the Ministry of Education clearly raised the issue of the national education Cloud platform, requiring that the information infrastructure of various types of education institutions at all levels be fully integrated and used to build The basic Cloud environment that covers the whole country, is well-distributed, open and open source, and supports the formation of a hierarchical structure of Cloud foundation platform, Cloud resource platform and Cloud education management service platform [2]. While Cloud Teaching brings subversive changes to higher vocational education, it also provides the possibility of implementing online and offline mixed teaching modes in foreign language teaching.

2 What is Cloud Teaching?
What is Cloud? Cloud is a computer term, which means that electronic application products such as computers, mobile phones, and televisions can provide a series of resource sharing applications including Cloud services, Cloud space, Cloud search, Cloud browsing, Cloud community, and Cloud applications through the Internet [3]. What is Cloud Teaching? The Cloud Teaching is a kind of teaching mode based on the Cloud concept. We can also call the Cloud Teaching Mode. Cloud Teaching is also a teaching activity based on the integration of artificial intelligence and Cloud.
computing technology. Cloud Teaching activities include comprehensive Cloud technology and big data of teaching tools, teaching content, teaching management, teaching supervision and teaching evaluation. For example, the intelligent technology of MosoInk Cloud Class includes: artificial intelligence robot Xiaolan (student's learning assistant), Xiaomo (teacher's teaching assistant) from time to time intelligent reminder, intelligent early warning, intelligent portrait, medal feedback, quality index feedback, intelligent prediction, intelligent speech plus and minus points, intelligent job correction and other functions.

3 Advantages of Cloud Teaching
Cloud Teaching has many advantages in entering English teaching in higher vocational education. First, it has brought new vitality to the reform of English teaching in higher vocational education. It has changed the traditional teaching situation, which teacher is the first in the teaching, effectively promoting students' autonomy, individualization, and cooperative learning. The survey shows that 85% of students are willing to accept the perceptual and intuitive learning method, and they like Cloud Teaching as a modern teaching method. The second is the experience value reward to stimulate students to learn independently. Use the various experience values provided by MosoInk Cloud Class to conduct a horizontal comparative study of students’ activity investment and participation quality. The survey shows that 70% of students' time investment in English learning has increased compared with before, which shows that the experience value incentive method students' English learning enthusiasm and the development of English learning habits have a positive effect. The third is to guide students to study independently and improve their ability to use English in the workplace. In addition to designing classroom interactive tasks, teachers also design students' independent inquiry learning tasks that are close to workplace life. The processing of various learning tasks is no longer completed by students in isolation. Cloud Teaching provides students with a lot of opportunities to communicate and cooperate with others, seek help, and progress together. It can promote independent inquiry learning through cooperation between teachers and students, students and students, exchange and sharing of ideas, discussion of learning tasks [4].

4 Analysis of the Status of Higher Vocational English Course

4.1 Less Class Time of English
Higher Vocational English is one of the compulsory public basic courses of higher vocational colleges. As a basic course, higher vocational English not only undertakes the task of improving students' language level, but also carries a more important role than pure language skills training, such as training students' professional ability, social responsibility, team consciousness, humanistic spirit, critical thinking. At present, the English of higher vocational colleges are faced with a reduction class time. If English class time cannot be guaranteed, students cannot maintain the continuity of English language learning.

4.2 Weak English Level of Students
Students of higher vocational colleges have a weak foundation in English, and their knowledge of grammar and vocabulary is seriously lagging behind. They have become accustomed to the traditional teaching mode of Teacher-centered, monotonous instillation teaching process such as word interpretation, sentence structure analysis, and sentence pattern practice.

4.3 Insufficient Learning Motivation
English teaching in higher vocational colleges lacks the characteristics of higher vocational colleges. Students find that what they learn in English classes has nothing to do with their professional development. Therefore, the lack of motivation and interest in English learning makes it difficult to improve English proficiency.
4.4 Less Participate Class Activities
Higher vocational English mostly adopts large-class teaching, which is limited by the venue and time. Many well-designed project activities are actively completed by project team members, and some are tired of coping. Therefore, students’ participation is not high enough to meet the practical needs of students at different levels, and their interest in learning has gradually declined, which has seriously affected the effectiveness of language learning.

4.5 Lack of Personalized Teaching
Students will encounter many personalized problems in traditional classroom teaching. Due to the limitation of the number of teachers, teachers can only solve outstanding and general problems, and they cannot answer the individualized problems of students during homework completion or project display. With more problems accumulated and unresolved, students' interest will naturally decline, affecting the initiative of independent inquiry learning.

5 Construction of Cloud Teaching Mode

5.1 Building the Theoretical Foundation

5.1.1 Constructivist Theory. Constructivism believes that knowledge is not obtained through the teaching of teachers, but that learners use the necessary learning materials under the help of other people (including teachers and learning partners) in a certain context, that is, the social and cultural background, Obtained by means of meaning construction. Because learning is a process of constructing meaning in a certain situation, that is, the social and cultural background, with the help of others, that is, through interpersonal collaborative activities, constructivist learning theory considers the four major elements or four attributes in the learning environment are context, collaboration, conversation and meaning construction [5].

5.1.2 Blended Learning Theory. The so-called blended learning is to combine the advantages of traditional learning methods with the advantages of networked learning. That is to say, we must give play to the leading role of teacher guidance, inspiration, and monitoring of the teaching process, and fully reflect the role of students as the main body of the learning process, initiative, motivation and creativity [6].

5.1.3 Ubiquitous Learning Theory. In terms of the essential characteristics of ubiquitous learning, it is People-centered and focused on the learning task itself. In the ubiquitous learning environment, learning is a natural or spontaneous behavior. Learners can learn proactively. Learners will focus on the learning tasks and goals themselves, not on peripheral learning tools or environmental factors. Therefore, the theory of ubiquitous learning, as its name implies, means communication at all times, and ubiquitous learning is to use information technology to provide each student with a 4A learning ( Anyone, Anytime, Anywhere, Any device). That means anywhere, anytime, any tool for learning activities for students.

5.2 Teaching Frameworks of MosoInk Cloud Class
In the era of big data, Cloud technology develops rapidly. Choosing the right Cloud Teaching client, and various Cloud Teaching clients suitable for teaching have emerged as the times require. The MosoInk Cloud Class fully supports ubiquitous learning, which is mainly reflected in the following three aspects, as shown in figure 1, figure 2 and figure 3.
6 Application of Cloud Teaching in Higher Vocational English Teaching

Relying on the MosoInk Cloud Class, The author explores every teaching activity or task combined with training goals. MosoInk Cloud Class is an interactive teaching application program (APP) based on the Internet environment and connecting inside and outside the classroom. Teachers and students can use the functions of the Cloud Class through mobile phones and computers to meet the various interactive needs of teaching, and achieve multi-dimensional data push and instant feedback evaluation. Teachers can follow the students’ learning situation at any time, so as to provide more targeted learning guidance. Students use self-directed learning to use Cloud Class, and further stimulate students’ interest in learning through gamification of experiential incentives and teachers’ thumb up rewards.

Take the first lesson of Unit 3 in the comprehensive course of New Age Practical English as example, and it is published by Nanjing University Press. The title of lesson is Cooking Chinese Dishes for You.
6.1 Pre-Class Tasks

6.1.1 Release Alternate Resources. In the Resources of the Cloud Class, the teacher uploads English materials (articles, PPT, web links) about Chinese cuisine, and asks the students to select content from it as the material for the oral expression on the theme of Chinese cuisine.

6.1.2 Create Tasks in Advance. Create a Vocabulary Preview in the Assignment / Group Task of the Cloud Class, and ask students to analyze the meaning, collocation, sentence usage, affix structure, etc. And the tasks undertaken by the study group form a PPT and upload it to the Cloud Class.

6.1.3 Preset Classroom Activities. Use the Test and Brainstorming functions of the Cloud Class to create Reading Comprehension Multiple Choice Questions and set them for manual release for use in classroom teaching sessions.

6.2 Teaching in Class

We should check the Pre-class Tasks and teaching progressively in class teaching. The class teaching process takes the activity design of the Mosolnk Cloud Class as the main line of tasks in order, and the actual operation sequence is flexibly adjusted according to the specific situation of the classroom teaching, as shown in Table 1.

| Teaching Steps | Teaching in Class | Time (min) |
|----------------|-------------------|------------|
| 1              | Check-in + use the Check-in function of the Cloud Class to check the attendance of class students | 2          |
| 2              | Vocabulary explanations — Using the method of projecting screens, upload the Preliminary Vocabulary PPT in the Assignment / Group Tasks of the four groups to the multimedia display screen in the classroom. A group of members will explain the classmates. The teacher added corrections, and other students took notes at the same time. | 25         |
| 3              | Test preview review + Reading comprehension multiple choices created in the Test of the Cloud Class before release, allowing students to complete the test of 5 questions within the specified time and check the self-test results based on the reference answers to check their pre-class Preview Results | 10         |
| 4              | Teacher's explanation— Explain according to the problems with high test error rate and the important and difficult points of the article to make students understand the article more deeply | 20         |
| 5              | Class group collaboration task— Post What advice would you give to someone who wants to learn how to cook? In the Brainstorming class of the Cloud Class, group discussion methods, and form five suggestions, upload them to this section, Teachers and students add points by liking | 20         |
| 6              | Classroom teaching summary— Review and summarize the advantages and disadvantages of students in completing the pre-class preview tasks and classroom teaching tasks, and guide the completion of the post-class tasks of this class | 5          |

The design of the class not only stimulates the enthusiasm of each student to participate, but also cultivates the students' sense of collective honor, team awareness, communication and cooperative learning. In the Cloud Class, students obtain various learning resources for flip learning, directly transferring student learning from group learning space to individual learning space, and the original classroom group learning space is transformed into a dynamic and interactive learning environment. Students Demonstrate the skills learned, teachers check and guide students to learn. This reversal of learning styles inside and outside the classroom makes individualized learning possible, which in turn triggers a change in the role of teachers and students, increases the potential of students 'active learning, promotes the internalization of student knowledge, and enhances the quality of students' thinking. According to the learning situation, teachers need to systematically guide students' learning skills, learning methods, and learning strategies. Students can master effective learning rules, methods, and skills, and improve language skills through self-learning, group discussions, and classroom inspections in Cloud Class[9].
6.3 Tasks after Class

6.3.1 Upload the Notes. The teacher created Reading1 in the Homework/Group Task of the Cloud Class and asked the students to upload the notes of the class to this section in the form of photos. By 22:00 on the day of the class, the grading method was student mutual evaluation.

6.3.2 Making a Presentation. The oral presentation task is: two students in each group, using the relevant resources published by the teacher in the pre-class tasks and the words and phrases learned in this lesson, given topics created in the Brainstorming of the Cloud Class Why Food is the Best Way to Understand a Culture, make a presentation for about 3 minutes, using the method of student and teacher evaluation, until 22:00 the next day of class;

6.3.3 Check the Vocabulary. Finally, students are required to complete the Vocabulary and Grammar Multiple Choice Questions created in the Test of the Cloud Class to test the students' mastery of the content taught in this class.

After class, teacher should arrange 2-3 regular test activities for students every week, and can understand the development of students' listening, reading, writing, and translation skills, identify problems in time, help students solve learning difficulties, and also participate in English levels for students Prepare for exams, and understand and grasp the learning situation of students at any time through questionnaire surveys, on the one hand to improve teaching in a timely manner, on the other hand to provide real data for teaching research. Each week, each student will make an impromptu lecture around the topics learned in this unit in the class to develop students' English expression ability and logical thinking ability. With the help of the MosoInk Cloud Class, students recorded their speeches and uploaded them to the MosoInk Cloud Class. The teacher evaluates and feedbacks the students' speeches and the students evaluate each other to achieve mutual learning and self-reflection [8].

6.4 Real-time Supervision of the Learning Process

The characteristics of English learning determine that learners adjust their learning processes and practical activities themselves. Teachers cannot monitor the whole process. Students do not have a detailed record of their own learning processes. Learning reflection and learning evaluation are not targeted. The data of the intelligent Cloud teaching platform, as well as Xiaomo's irregular intelligent reminders every week, such as students with excellent results in test activities, students who actively check resources and watch videos, students who have risen rapidly in class, learn for students who may have difficulties, etc. Xiaomo will give reminders at any time, providing conditions for teachers to monitor students in real-time and effectively, and provide timely encouragement and guidance to students' learning results, and to achieve diversified and real-time teaching evaluation. It provides guarantees and creates conditions for learners to learn independently. Of course, without technical support, learner autonomy can be achieved. The realization of learner autonomy requires teachers to challenge and support students in parallel. As teachers, on the one hand, we must fully mobilize students' initiative to help students learn and solve problems on their own. On the other hand, they should also act as scaffolding for students, reasonably adjust teaching according to student needs, and integrate rationality and autonomous learning into one. Give students more choices in the choice of learning methods [9].

7 Conclusions

Self-monitoring and self-regulation in the learning activities before the class, self-evaluation and self-improvement of the learning results after the learning activities, to understand your own learning status, your favorite learning style and information processing style, so that you can develop yourself strategies for learning potential and become truly autonomous learners[10]. In short, big data will bring revolutionary changes to education in the Internet + Education era. The new Cloud teaching mode in
Higher vocational English teaching can continue to stimulate students' interest by using mobile phones for autonomous learning, learning methods of students are changed from passive learning to active learning, and making English teaching easy, fun, simple and efficient.

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