

Research on the Application of Network Platform in Cet-4 Teaching

--Take Ismart Online Learning Platform as an example

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ABSTRACT. *With the rapid development of information technology, more and more teaching researchers and teachers begin to pay attention to the application of multimedia and network technology into college English teaching. With the research focuses on cet-4 teaching, this paper combines Ismart online teaching platform with traditional teaching and verifies the operability and effectiveness of this new teaching mode based on experiments and questionnaires.*

KEYWORDS: *Network Platform; Cet-4; teaching; Online*

1. Introduction

In the latest version of "College English Curriculum Requirements", the Ministry of Education points out that in view of the rapid increasing number of college students in China and the relatively limited available teaching resources, we should make full use of the opportunities of the rapid development of multimedia and network technologies, adopt a new teaching model to improve the original one in which teachers play the central role. The new teaching mode should be strongly supported by modern information technology, especially network technology, so as to make college English learning develop towards individualized and active learning which is not limited by time, place and other factors. In order to promote the reform

of college English teaching mode, universities should increase the proportion of hours and credits for students to learn English through computer. It is suggested that students should get 50%-60% of the total credits in computer learning. The college English test band-4(Hereinafter referred to as CET-4) is an English teaching test administered by the Higher Education Department of the National Ministry of Education, whose purpose is to promote college students' English ability to and improve the quality of college English teaching in our country. As one of the representative English learning Platforms, Ismart Online Learning Platform(Hereinafter referred to as Ismart Platform), developed by higher education press, has provided a lot of convenience for students' online English learning with its own strong advantages. During the overall review for CET-4, the author combined this Platform with traditional classroom teaching to provide students with more resources to help them prepare for the test, thus supporting them with more efficient ways of independent English learning. Whether this new teaching mode that integrates and optimizes multiple teaching resources is effective in improving CET-4 English learning ability and achievement is worth further study and discussion. This study adopts the method of comparative experiment. The author divides the four classes of grade 2017 into the experimental group and the control group. Students in the experimental group adopted the assisted teaching method of CET- 4 under the Ismart Platform, while those in the control group adopted the traditional classroom teaching method. The results of the test group and the control group were compared before and after the experiment to provide reference data for the application effect of the Platform. In addition, after the experiment, students in the experimental class will be surveyed by questionnaire and asked to give suggestions and opinions on Ismart Platform.

2. Overview of the Ismart Online Learning Platform

Ismart Platform is separated into three parts: My Course, DIY (self-designed) and Question Bank. The interaction between teachers and students can be conducted through quizzes, activities, questions and answers. The Platform mainly cultivates students' comprehensive English skills. The learning system sets different levels of learning contents according to students' English level, including listening, reading, writing, translation, vocabulary and other special training. Teachers can make targeted adjustments to according to the teaching content and the different needs of

students so as to improve the efficiency of online English learning for students. During the preparation for CET-4, the author mainly made use of the relevant test resources of CET-4 simulation and real questions in the test question bank by using the Platform to release homework, independent exercises, online tests and review papers and other functions.

3. Research object, questions, steps and contents

3.1 Research Objects

In this study, 242 freshmen from four classes were divided into the experimental group (120 students) and the control group (122 students). The subjects of the study are from the School of Mechanical Engineering, the School of Traffic Engineering and the School of Computer Engineering, covering 10 majors including material forming and control engineering, vehicle engineering, mechanical and electronic engineering and computer science and technology.

3.2 Research Questions

- 1) Compared with the traditional learning mode, is the learning mode based on Ismart Platform more able to help students pass CET-4?
- 2) Compared with the traditional learning model, in what ways does Ismart-based learning model improve students' English proficiency?
- 3) how familiar are learners with the Ismart-based learning model, including their operational experience, their running mode and so on?

3.3 Research steps and Contents

- (1) The experiment began in September 2017. In the pretest of the experiment, the experimental class and the control class accepted a set of CET-4 real test (June 2017).
- (2) Based on the characteristics of Ismart, relevant module tests of level 4 were arranged for the students of the experimental class. The test paper covered listening, writing, reading, translation and other questions.
- (3) The situation and process of how experimental class students do the test were monitored through the Platform in order to collect and analyze the answer result, and then the targeted training would be carried out according to the analysis and the

conclusion.

(4) The experiment ended in December 2017, and the post-test was the CET-4 in that month. Later on the four grades of the experimental class and the control class were compared and the conclusion was drawn.

(5) Students were asked to complete a questionnaire and evaluate the effect of the application of Ismart based CET-4 teaching mode.

4. Research results and Analysis

4.1 Pre-test Analysis

In order to ensure the operational and comparative experiments, Ismart Platform was used to help the experimental group students before the system review. It can be seen from the data analysis results of the two groups of students' pre-test scores that, on the whole, there was no significant difference between the two groups of students' scores in terms of listening, reading, translation and writing. The two groups were homogeneous, and the experiment was operable and could be compared.

4.2 post-test Analysis

After CET-4 in December 2017, the author analyzed the scores of the two groups of students, and the conclusion was drawn as follows:

In terms of the total score and the scores of each part, the average scores of the experimental group in the total average score, writing, listening, reading and translation were improved respectively by 51.11 points, 19 points, 18.4 points, 12.01 points and 4.8 points, and with increasing percentages of 12.7%, 25%, 14.5%, 9% and 2% respectively. The average score of the control group in these parts increased by 22.22, 12.1, 4.6, 2 and 3.52 points respectively, with the increasing percentages up to 5%, 15%, 4%, 3% and 2%. It can be seen that the scores of the two groups have been improved to different degrees, but the experimental group in the total average score, the improvement of writing, listening and reading parts is far greater than the control group, in which listening, writing and the total score of those three parts are of the greatest increase. From the perspective of P value, the average score, writing score, listening score and reading score were all less than 0.05, indicating that there were significant differences between the experimental group and the

control group in these aspects. This further indicates that after using Ismart Platform to assist students in reviewing for CET-4, their writing, listening and reading levels have improved significantly. Therefore, the author can draw a conclusion that Ismart Platform can significantly improve students' writing, listening and reading skills, thus improving the pass rate of CET-4. At the same time, it must be pointed out that the statistical results show that there is no significant difference between the scores of the two groups in the translation part. The data analysis shows that after several months of review, the students' translation level has not been significantly improved. The possible reasons may be as follows: First of all, students had not done such type before entering college, and have not formed a systematic concept of translation. Secondly, after the reform of CET-4 and CET-6, only Chinese-English translation is retained in the translation part, which increases the difficulty of the topic. With long and difficult sentences, it is complicated for students to accurately translate the correct structure of the sentence. Thirdly, many students do not have adequate knowledge about traditional Chinese culture and enough reserves of vocabulary in English. In view of this problem, the future teaching should increase the training intensity of this type of questions, familiarize students with more English expressions of Chinese culture, summarize and analyze the structure of long and difficult sentences in translation.

4.3 Survey and Analysis of the Questionnaire

By combining the three questionnaires and three charts, we can draw the following conclusions:

4.3.1 Most students are satisfied with the operation of the Platform. According to the data, nearly 75 percent of the students think it is very comfortable to study. Nearly 65% of students think the design of the Platform is neat, generous and beautiful, and 60% think the Platform is fast and convenient to operate. Meanwhile, students' satisfaction with the learning content and review materials provided by the Platform is significantly lower than other indicators. In the blank column at the end of the questionnaire, some students proposed that they would like to learn more video materials, such as English documentaries, original English films, TV dramas and plays.

4.3.2 Most students can conduct effective independent learning on the Platform. Statistics show that more than 90 percent of the students in each class enter the

Platform at least three times in a week, and the length of independent learning is not less than 6 hours. More than 75 percent of students believe that the Platform provides them with opportunities to listen, read and practice more. More than 75% of the students think that the Platform can effectively supplement the classroom contents and improve the efficiency of English learning. More than 80% of the students think that in addition to completing the teacher's homework, they can also search for more learning resources according to their own actual needs for training through independent learning. However, it should be pointed out that students' satisfaction with whether teachers can correct and provide guidance in time and whether the Platform provides adequate targeted training is significantly lower than other indicators. In addition, most students are not willing to discuss with their classmates about the problems encountered in Platform learning. In the blank column, some students suggest: 1) The platform can add detailed analysis of the question instead of only giving the answers 2) whether it is possible to increase the targeted training of the weak aspects, such as news report in listening, choosing words to fill in the blanks and comprehensive reading in reading comprehension, etc. 3) After a period of independent learning on the Platform, most of the students have improved their English ability. Nearly 90% of the students think that mistakes in writing are reduced and the writing level is improved. More than 85 percent of the students think that their reading horizons has been broadened, their vocabulary increased and their reading speed improved. However, it should be pointed out that students are generally passive in the learning process, and most of them are only satisfied with the homework assigned by teachers. Other functions provided by the Platform, such as individual simulation questions, comprehensive papers and group discussions, are not fully utilized. In the future, teachers should be more inclined to flexible tasks when assigning homework, such as encouraging students to have group discussion, and students' performance in discussion will be one of the important reference standards in summative evaluation. 4) To sum up, Ismart online teaching Platform can not only help teachers to improve teaching efficiency, but also promote students to comprehensively improve their English level and learning effect in listening, speaking, reading, writing and translation.

5. Suggestions on teaching optimization of Ismart Platform

- (1) In order to improve students' initiative in autonomous learning, the Platform

should cooperate with teachers to put forward a more scientific performance examination mechanism.

(2) For students with higher proficiency, the oral test after CET-4 and CET-6 is also a good opportunity to improve their speaking ability. Therefore, it is suggested to add an oral training system in the Platform to monitor and guide students' oral pronunciation. Students can upload their own voice files, and teachers can listen to students' voice files online and give comments. In addition, the system should also be equipped with a systematic grading system to facilitate students to examine their own pronunciation level. After scoring, the system should provide accurate and pure pronunciation for students to imitate.

(3) In addition to course-related content, the Platform can also add some resources to cultivate students' interests and broaden their horizons. Teachers can select video, audio and text with appropriate difficulty according to students' level and the actual needs of each major.

6. Conclusion

This paper studies and analyzes the application of network platform in college English courses and puts forward some suggestions. It has been proved that the application of Ismart platform promotes students' independent learning ability and English level to a certain extent, and effectively reflects the importance of modern information technology in college English curriculum reform. However, due to short research period and the small number of students participating in the experiment, there are still some limitations in the research results and analysis, which are expected to be improved in future studies. It is hoped that the results of this study can provide some suggestions for the reform of college English teaching.

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