Teaching of English Reading for English Majors Based on Moso Tech

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ABSTRACT

Recent decade have witnessed the profound change of information technology as evidenced by the new way of our transport, new concept of our shopping and new tool of work. Moso Tech walks slowly into the teaching industry with the emergency and rise of information technology. It almost revolutionized the traditional English teaching in reading for English majors.

1. INTRODUCTION

A traditional English class will centered around the teacher and 30 or so students. And the teaching tools used are basically physical books, blackboards and chaloks. Teachers will assign the homework and mark it later when students hand in the physical version. The only feedback is to lecture the strength and weakness afterward. With the advancement of information technology, Moso Tech has introduced into the English teaching class.

Moso Tech is an intelligent cloud teaching platform based on artificial intelligence, cloud technology, big data and mobile Internet technology. In this mobile-phone-in-hand time, users will only need to download an App in their phone to use this teaching tool. Teachers creates an online class on this platform and keep the class number which the students used to join in the class. The Moso Tech online class is, actually a platform that provides interactive opportunities for both the students and teachers to complete and even perfect the teaching and study. Teachers can upload as much relevant studying materials and resources on the online platform, so that students can check them before or after the class to preview and review the lecture. The Moso Tech online class platform also provide such activity catalogs as assignment, cloud teaching books learning, questionnaire, discussion, test, etc. These diversified activities provide a valuable chance

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for the students to join in the class and also watch other students’ performance. In this way, they may probably improve themselves better. Students can also express their confusions through the platform. Teachers then feedback on the specific question in time. Therefore, the teaching becomes a positive cycle within students and teachers. The platform will also automatically record students’ performance and mark it probably which then constituent students final score.

It is clearly to see that students are able to join in the teaching actively through online Moso Tech platform, which is a relatively big advancement for English majors who are apt to keep silent during the class. This research used Moso Tech platform to record the performance of 121 students of English majors in English reading class in one year. Meanwhile, a study is carrying on in the traditional class without Moso Tech platform. In the second kind of classroom, students behave like an unconsolidated troop for the lack of motivation by Moso tech, whereas in the first kind of classroom, students perform actively driven by the bonus point system on the Moso tech platform.

2. STUDENTS’ PROBLEM IN THE LEARNING OF ENGLISH READING

Reading is a paramount task in the teaching of English. When teaching English, the major of teachers will concentrate on cultivating the students ability in listening, speaking, reading and writing. Reading tops the list in teaching. Michael West, a famous English teaching method expert, said, "the basic task of teaching English is to cultivate direct reading ability first."[1] Reading is a vital ability for the Englisher learners to get across English culture, to say nothing of English majors whose top priority is to penetrate into the language of English. 5 sets of reading comprehension questions for the Test for English Majors-4 are used to conduct the research on students’ reading ability. To make sure that the test is as objective as possible, the author selects the recent five sets of TEM-4 papers for the 121 students of English majors to finish. The whole research includes 60 reading comprehension questions which can be properly divided in to 7 types on the basis of penetrating analysis: 1) inferring according to the details that the questions don’t identify; 2)inferring according to the details that the questions has identified; 3)analyzing the structure of the article; 4) writer’s attitude or tone towards the article; 5)making the conclusion of the paragraph or the article; 6)concluding the intrinsic reason; 7) explaining the essential meaning of a word or phrase or sentence. The students’ answers are shown in the following table.

<table>
<thead>
<tr>
<th>Question Type</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion for absolutely right answers</td>
<td>21%</td>
<td>79%</td>
<td>51%</td>
<td>52%</td>
<td>5%</td>
<td>4%</td>
<td>9%</td>
</tr>
<tr>
<td>Proportion for half answers</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>48%</td>
<td>43%</td>
<td>49%</td>
</tr>
<tr>
<td>Proportion for totally wrong answers</td>
<td>79%</td>
<td>21%</td>
<td>49%</td>
<td>48%</td>
<td>47%</td>
<td>53%</td>
<td>42%</td>
</tr>
</tbody>
</table>

It should be noticeable that the last three question are set in answering-questions type, which means that students should put the answers in their own words based on their
understanding of the article, but the data above proves that it a weak link in the students’ reading ability. Besides, the research also shows that there are several problems to be reckoned with: 1) students can understand an article sentence by sentence, but can’t do the reading comprehension questions correctly; 2) when the details are not identified by the question, students cannot find them quickly; 3) students cannot judge the writer’s tone properly; 4) students cannot find the main idea of a paragraph or an article exactly. The latest five sets reading comprehension questions of TEM-4 papers are mainly about identifying details from the article, and some details are about the person’s character, some are about the theme, some are about what the character has done or said, etc. Students find it difficult to locate the right answer even though they are able to understand the content.

3. IMPLICATIONS OF MOSO TECH ON THE TEACING OF ENGLISH READING FOR ENGLISH MAJORS

3.1 Students’ performance on Moso Tech platform

On the Moso Tech platform, students are relatively active in taking part in the in-class activities. Teachers can open different class activities on the platform and for students who join in actively can get bonus score ranging from 1 to 10. This research has recorded the performance of 121 students of English majors during one year. Activities set in this research include test, assignment uploading task, brainstorming, discussion, quick response and raising hand to answer questions. Every student can get specific empirical value if they join in the activities, and for the students who contribute supreme answers, the teacher can reward him or her with bonus score. The platform will rank students’ performance automatically. Therefore, students take part in all the activities actively. The following table show students’ performance clearly.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Test</th>
<th>assignment task</th>
<th>uploading task</th>
<th>brainstorming</th>
<th>discussion</th>
<th>quick response</th>
<th>Raising hand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree of Involvement</td>
<td>99%</td>
<td>99%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Reasons for Non-involvement</td>
<td>Internet Malfunction</td>
<td>Forgetting the deadline or Internet Malfunction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table illustrates that students can join in the activities as possible as they could, which is a positive sign for English Reading classes. The information technology promotes English teaching in an effective way here, for with no motivation from the Moso Tech platform students would probably restrain what they consider is the right answers to questions raised by teachers. Though some students’ answers could be wrong, they can get useful information from their peers answers on the platform. All the above mentioned activities open all the students’ answers to all the participants when the teacher stop them, which serves as an excellent feedback to teachers’ teaching and students’ learning. What distinguishes teaching with Information Technology from traditional teaching is that teaching on Moso Tech platform provides teachers and
students with comprehensive data and information so that teachers get to know their teaching key points and difficult points, and students can be clear about their weak link compared to their peers. They can also ask for their peers who know the answer for help.

When asking some regular questions on reading comprehension teachers also open the ‘raising hand’ activities on the Moso Tech platform to mobilize all the students to follow the teacher’s instruction. And from the above table it is crystal clear that students follow suit. By following to one instruction by one instruction and think actively based on questions related to the reading materials, students are able to understand the article step by step. What’s more, students can also check the reading resources that teachers have upload on the Moso Tech platform before or after the class. And then express their understanding of the reading resources in discussion or brainstorming activities. Therefore, teachers get what students know and what they do not know about an article to adjust the key and difficult points in teaching.

3.2 Suggestions for teachers of English majors

Information Technology has already crept into people life unwittingly. It also brings forth convenience and novelty along the way. Teachers, as a noble and paramount profession, should take advantage to the information technology to change and improve their teaching methods. For the above mentioned strength of online teaching platform, teachers are supposed to use it efficiently. First, teachers can select a most suitable online teaching platform for a long term usage. Second, set activities according to the features of different subjects. Third, provide feedback timely to motivate students performance actively. Information Technology such as Moso Tech is essentially a useful tool in the Teaching of English. What teachers need to do is to make good use of it to make the lecture a colorful and vibrant one to attract the students’ attention as well as their interests in the English learning. Activities created on the online teaching platform should also be as intriguing and reasonable as possible. Only in this way will students find learning less dull and boring in learning the seemingly-boring language of English. However, when applying the IT in teaching teachers should also watch the time and control the time of each activity to avoid the disorder that may arise.

4. CONCLUSIONS

The present research is confined by restricted time and the short of personnel and supporting fund. The depth and width of the research has not reached the desirable standard. But it should be noteworthy that Information Technology has and will exert strong and positive influence on the teaching of English. The research will hopefully offer valuable clues for the future survey in the impact of IT on English teaching. It is believed that IT will act an increasing crucial role in people life and work. Teachers, therefore, should seize the historical opportunity to apply the IT into their teaching work to boost their teaching methods. Domestic English learners are desperate to improve their skills in listening, speaking, reading and writing. Teachers can relate every single to the application of information technology as mentioned in this research. Only in this way, teachers can make teaching in modern times a modern one.
5. REFERENCES
