

# Research on the Reform of College English Teaching Model: Embracing Mobile Assisted Collaborative Language Learning

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## ABSTRACT

**Aims:** This study aimed to explore the reform of the mobile assisted collaborative language learning teaching model in college English, with the intention of addressing the existing problems in current college English classroom teaching and enhancing teaching quality and students' comprehensive English abilities.

**Methodology:** By operating in the context of college English teaching practice, the study employed a combination of theoretical analysis and practical case studies. It elaborated a construction and implementation details of the teaching model, covering pre-class preparation, classroom teaching, and after-class extension stages.

**Results:** The mobile assisted collaborative language learning teaching model devised a logically rigorous operational framework, integrating mobile and collaborative learning. It provided precise learning resources, reasonable classroom grouping, innovative after-class tasks, and a scientific evaluation system. This effectively broke the traditional teaching deadlock, met students' personalized needs, created ample practice opportunities, and significantly improved teaching outcomes.

**Conclusion:** The reform of this teaching model has achieved remarkable results, but continuous attention and improvement in aspects such as resource update, teaching process optimization, and evaluation system refinement are still required to better serve college English teaching and students' development.

*Keywords: College English; Mobile assisted collaborative language learning; Teaching model reform; Collaborative Language Learning*

## 1. INTRODUCTION

With the rapid advancement of information technology, society has been continuously escalating its demands for college students' English proficiency. The conventional college English teaching paradigm is increasingly revealing its inadequacies and struggling to align with the requisites of the new era. College English classroom instruction is confronted with numerous practical predicaments that urgently call for resolution, as they substantially impede the enhancement of teaching quality and the cultivation of students' comprehensive English capabilities. Firstly, the traditional college English classroom teaching modality tends to be rather simplistic, predominantly revolving around teacher-centered lectures, relegating students to a passive state of knowledge reception. In class, instructors expound at length on grammar, vocabulary, and other aspects of knowledge from the podium, while students mechanically jot down notes, bereft of opportunities for active contemplation and interactive participation [12,13]. This invariably leads to a dampening of learning enthusiasm and

suboptimal learning outcomes. Secondly, there exists a pronounced disparity in students' English proficiency levels, rendering the unified teaching pace and curriculum incapable of catering to the diverse learning needs of all students. Those with a solid foundation may feel underserved, whereas those with weaker skills often find themselves lagging behind. Thirdly, given that English is a language, its acquisition necessitates a copious language practice environment [14,15]. However, the actual time allotted for college English classroom teaching is severely constrained, depriving students of sufficient opportunities for oral communication and practical application. Fourthly, traditional teaching evaluation methodologies have habitually placed undue emphasis on final examination scores, neglecting students' performance throughout the learning process [16-18]. This myopic approach makes it arduous to comprehensively and objectively gauge students' learning achievements. In light of the foregoing, it is patently evident that these extant issues in current college English classroom teaching cry out for innovative teaching models to effect a remedy [19,20].

In recent years, China has witnessed the maturation of wireless communication technology, the continuous expansion of wireless network coverage, and the widespread proliferation of mobile electronic devices. Concomitantly, the mobile learning model has emerged discreetly, capturing the attention of numerous educators [1-3]. In contrast to the traditional English teaching model characterized by "fixed time, fixed place, fixed teacher, fixed materials", mobile learning confers significant advantages, capable of compensating for the deficiencies of traditional pedagogy and serving as a propitious auxiliary learning approach. Presently, the academic and educational communities have yet to reach a consensus on the definition of the mobile learning model [4-11]. Nevertheless, the overarching consensus holds that mobile learning leverages mobile terminal devices to facilitate learning anytime and anywhere, its essence being in harmony with the openness intrinsic to college English teaching.

To sum it up, the exigencies of the current college English classroom teaching landscape demand innovative teaching models. The "mobile assisted collaborative language learning teaching model" has emerged as a timely solution, poised to reverse the teaching conundrum through its unique strengths and propel college English teaching to new heights.

## **2. BRIEF INTRODUCTION TO POLICIES RELATED TO "RETURNING HOME TO START A BUSINESS"**

In the realm of college English teaching practice, the mobile assisted collaborative language learning teaching model has devised a logically rigorous and meticulously crafted operational framework, seamlessly integrating the dual benefits of mobile learning and collaborative learning. This has infused novel vitality into the traditional college English teaching schema and effectively galvanized teaching efficacy to achieve breakthrough progress.

### **2.1 PRE-CLASS PREPARATION**

The foremost obligation of educators is to adhere stringently to the precise instructional objectives delineated by the established teaching syllabus. Employing scientific and systematic evaluation methodologies, they must comprehensively and profoundly appraise the core constituents of the English knowledge reservoir, learning potential ceilings, and individualized interest trajectories of the students under their tutelage. Using this as a reliable lodestar, they embark on a painstaking knowledge exploration odyssey, availing themselves of a plethora of cutting-edge and multifunctional mobile terminal devices. Navigating between authoritative educational portals, professional English learning applications, and vast digital teaching material repositories, instructors, with their profound and robust professional acumen and astute teaching insights, meticulously cull and judiciously organize micro-class video materials that are optimally attuned to the instructional foci of the current lesson. On the one

hand, such micro-class videos offer lucid and engaging elucidations of pivotal grammatical rules, facilitating students' profound comprehension of grammar essentials. On the other hand, they zero in on the background knowledge of Western culture, conducting exhaustive and incisive analyses to buttress students' efforts in deciphering the profound connotations of textual materials. Simultaneously, a rich tapestry of English reading materials, spanning a wide gamut of topics, boasting authentic language, and exhibiting reasonable difficulty gradients, is incorporated. These encompass contemporaneous news items tracking the vicissitudes of the times, as well as excerpts from classic literary works, efficaciously broadening the breadth and depth of students' reading panoramas. Additionally, a series of interactive practice tasks, deftly blending entertainment and knowledge, have come to the fore, such as engaging word spelling challenges and advanced grammar filling drills, with the express aim of maximizing students' zeal for active participation in the learning process. Once the aforementioned instructional resources have been meticulously assembled, instructors will follow standardized procedures to upload them in an orderly fashion to the learning platform via exclusive conduits, such as the school's dedicated online learning space and the class-customized segment of a renowned online education platform. This ensures that students can access them instantaneously in the simplest and most efficient manner, laying a solid foundation for the seamless progression of subsequent teaching segments.

## **2.2 KEY LINKS OF CLASSROOM TEACHING**

In light of the conspicuous disparities in students' learning aptitudes, personality traits, and other dimensions, educators employ scientific, rational, and precisely calibrated grouping strategies to adroitly partition learning groups. The size of each group is artfully and judiciously calibrated to ensure that every group member can be fully immersed in the discussion process, freely express their personal viewpoints, and foster a vibrant exchange of ideas. Once the groups have been constituted, the teacher guides the students to adeptly activate their mobile terminal devices, log in to the pre-designated learning platform, and accurately retrieve the assorted learning resources painstakingly uploaded by the teacher prior to class. Taking the English reading teaching scenario as an exemplar, the teacher initially disseminates an English article replete with profound cultural resonances on the platform, concomitantly pushing out the background knowledge micro-class video that is intimately intertwined and mutually supportive, thereby facilitating students' swift construction of a knowledge scaffold for text comprehension. The students then congregate in groups and plunge into the immersive text reading exercise. Should they encounter lexical impediments, they promptly resort to convenient and efficient mobile dictionary applications to swiftly ascertain the meanings of new words, meticulously grasp the nuances of usage, and deftly integrate the knowledge nuggets imparted in the micro-class to conduct in-depth exploration and analysis of the article's content. Upon the successful completion of the reading task, a fervent discussion erupts within the group. Members engage in uninhibited discourse, sharing their insights on pivotal aspects such as the article's theme, writing techniques, and the emotional undercurrents of the characters. Subsequently, with the aid of the interactive communication zone embedded within the learning platform, the group discussion outcomes are publicly broadcast to the entire class in a multiplicity of formats, including text, pictures, and even voice, inaugurating a virtuous cycle of cross-group interactive communication and cerebral collision. Throughout this process, the teacher vigilantly monitors the discussion dynamics, astutely identifies the critical junctures, and proffers professional and highly targeted guidance and elucidations in a timely manner. Zeroing in on the common quandaries routinely encountered by student cohorts, such as the travails of dissecting complex sentences and the dilemmas of plumbing the depths of cultural metaphors, the teacher conducts concentrated and profound explanations to assist students in surmounting reading hurdles one by one and effecting a steady ascent in their knowledge hierarchy.

## **2.3 AFTER-CLASS EXTENSION AND DEEPENING STAGE**

Leveraging the potent and fully fledged task release system of the learning platform, educators painstakingly conceive and orchestrate innovative and challenging extension practice tasks. For example, students are required to collaborate in groups to fabricate an English poster centered on the theme of “Western Festival Culture”. In the course of this endeavor, students must marshal the knowledge reserves amassed both in and out of class, from the ingenious conceptualization of the overall design layout of the poster, the painstaking composition of the copy content, to the judicious selection of accompanying pictorial materials, to fully showcase their capacity for knowledge integration and application. Alternatively, students may be enjoined to independently conceive and record an English short play, spanning the entire gamut from the initial script gestation and refinement, rational role allocation, to live performance, shooting, and editing, to comprehensively hone their comprehensive qualities. During the execution of the task, students capitalize on the convenience afforded by mobile devices to shatter the shackles of time and space, initiating online communication, division of labor, and cooperation at will. Whether it be poring over vast troves of data, thrashing out details in repeated discussions, or meticulously editing and producing in the later stage, they vividly exemplify a highly cohesive spirit of teamwork. Once the work is completed, students submit it online in accordance with the stipulated schedule. The teacher then undertakes a comprehensive, systematic, and in-depth evaluation, predicated on a meticulously constructed multi-dimensional and detailed evaluation index system. This evaluation spans multiple facets, including the accuracy of content knowledge, the novelty of creative ideas, the standardization of language use, and the cooperation of teamwork. The teacher promptly furnishes feedback on the evaluation results to students, distinctly highlighting the strengths, lacunae, and areas for improvement of the work, thereby facilitating students' attainment of a spiral progression in knowledge accumulation and individual ability enhancement through continuous refinement.

Viewed holistically, the mobile assisted collaborative language learning teaching model functions in such a way that mobile learning furnishes copious resource sustenance for collaborative learning, erects a convenient communication conduit, and facilitates the flow of information. Collaborative learning, in turn, effectively impels students to internalize and assimilate the knowledge gleaned through mobile learning, and to apply it with flexibility to effect knowledge transformation. The two components are interlinked and synergistic, endowing college English teaching with multi-faceted empowerment and precipitating significant amelioration in teaching outcomes.

## **3. IMPLEMENTATION OF POLICIES RELATED TO RETURNING HOME TO START A BUSINESS AMONG COLLEGE GRADUATES**

In the process of promoting the mobile assisted collaborative language learning teaching model for college English, to ensure its efficacy and efficiency, the following cardinal points warrant meticulous attention.

### **3.1 RESOURCE SCREENING AND INTEGRATION**

The first characteristic of resource screening in mobile assisted collaborative language learning is precise adaptability. When cherry-picking mobile learning resources prior to class, teachers must cling tenaciously to the syllabus and the instructional objectives of the current lesson, ensuring that resources such as micro-class videos, reading materials, and exercises are in lockstep with the teaching emphases. For example, if the current lesson is centered on imparting the structure of argumentative essays in English writing, the selected micro-class videos should expound in detail on the opening, body, and closing layout techniques of

argumentative essays, as well as commonly used argumentation methods, to preclude any disjunction between resources and teaching content, which could lead students astray in their learning pursuits.

The second characteristic of resource screening in mobile assisted collaborative language learning is difficulty stratification. Given the variances in students' English proficiency, resources ought to be stratified. For students with shaky foundations, learning resources with a robust base, detailed elucidations, and simplified procedures should be provided, such as uncomplicated English short readings embellished with Chinese annotations, basic grammar explanation animations, etc. For those with surplus learning capacity, high-caliber, in-depth, and expansive resources should be readied, such as chapters from original English academic works, dissections of advanced English writing techniques, etc., to satiate the appetites of students at different levels, ensuring that every student reaps dividends from resource utilization.

The third characteristic of resource screening in mobile assisted collaborative language learning is copyright compliance: While scavenging for resources amid the vast ocean of information on the Internet, teachers must abide by copyright statutes to the letter. They should give precedence to open source, free, and unambiguously authorized materials. In the event of a need to use copyrighted materials, they must procure legal clearance in advance to stave off potential legal wrangles stemming from infringement and safeguard the normal progression of teaching.

### **3.2 CLASSROOM ORGANIZATION AND GUIDANCE**

The first characteristic of classroom organization in mobile assisted collaborative language learning is reasonable grouping. Classroom grouping exerts a direct bearing on the efficacy of collaborative learning. Teachers should factor in students' learning aptitudes, personality traits, and English proficiency when partitioning groups. The size of each group should be circumscribed within 4 - 6 individuals to ensure that group members can communicate freely and circumvent overcrowding and muddled division of labor. For example, pairing students with sterling oral expression skills with those possessing outstanding writing prowess, and combining students with ebullient personalities with those of a more introverted yet meticulous bent, can foster complementary advantages within the group and supercharge cooperation efficiency.

The second characteristic of classroom organization in mobile assisted collaborative language learning is process monitoring. During the group cooperative learning process, teachers cannot afford to be laissez-faire. They must ceaselessly patrol between groups, keeping a hawkish eye on students' discussion progress, participation rates, and any impediments they encounter. If a group discussion veers off course, it must be steered back on track promptly; if students harbor a general misunderstanding of a knowledge point, the discussion should be suspended immediately and a concentrated explanation dispensed to ensure a smooth learning process.

The third characteristic of classroom organization in mobile assisted collaborative language learning is technical assistance. Since this teaching model hinges on mobile devices, teachers must familiarize themselves with the operation of commonly used learning apps and online platforms in advance to ensure that they can expeditiously troubleshoot any technical glitches students encounter in class, such as video playback stutters, inability to download materials, etc., to forestall the wastage of teaching time due to technical snafus and safeguard students' learning experience.

### **3.3 AFTER-SCHOOL EXTENSION TASK MANAGEMENT**

The first characteristic of after-school extension task management in mobile assisted collaborative language learning is task design. After-class extension tasks should not only consolidate classroom learning but also be imbued with innovation and challenge. Tasks can be devised based on current hot topics and students' interests, such as fashioning English film review posters against the backdrop of popular movies, or recording English speeches in simulated international conference settings. Task requirements should be pellucid and specific, encompassing submission time, work format, scoring criteria, etc., so that students can clearly fathom the task goals and expected results.

The second characteristic of after-school extension task management in mobile assisted collaborative language learning is teamwork supervision. For after-school tasks accomplished through group collaboration, teachers should tighten the reins on the teamwork process. Groups should be required to submit regular progress reports, detailing member division of labor, communication modalities, difficulties encountered and their solutions, etc., to preclude any "free riding" by individual members and guarantee that every student truly participates in the task completion process.

The third characteristic of after-school extension task management in mobile assisted collaborative language learning is feedback and improvement. Upon receipt of the after-school extension task works submitted by students, teachers should dispense feedback in a timely manner, not only spotlighting the strengths of the works but also expounding in detail on their shortcomings and improvement directions. At the same time, encourage students to make secondary revisions to their works based on the feedback, elongating the learning process and inculcating students' learning habits of continuous improvement.

### **3.4 CONSTRUCTION OF TEACHING EVALUATION SYSTEM**

The first characteristic of constructing teaching evaluation system in mobile assisted collaborative language learning is multiple dimensions. Jettison the myopic evaluation approach predicated solely on final exam results and erect a multifaceted evaluation system that blankets the entire learning process, from pre-class preparation to class participation and after-class extension. For example, pre-class preparation can be gauged by the frequency of students' consultations of preparation materials and the quality of their questions; class participation can be appraised by the vivacity of group discussions, the quality of speeches, and the degree of contribution to the group; after-class extension evaluation can focus on the creativity of task completion, teamwork cohesion, and the accuracy of knowledge application, etc., to provide a panoramic view of students' learning.

The second characteristic of constructing teaching evaluation system in mobile assisted collaborative language learning is dynamic adjustment. The evaluation system cannot be ossified. It should be tweaked dynamically in a timely manner based on feedback from teaching practice and fluctuations in student learning. If it is found that a certain evaluation indicator fails to exert a palpable guiding effect on student learning, or if new factors influencing teaching effectiveness surface and are not encompassed in the evaluation scope, it should be optimized and improved posthaste to ensure that the evaluation system always mirrors the actual teaching with pinpoint accuracy and spurs students to make continuous progress.

The third characteristic of constructing teaching evaluation system in mobile assisted collaborative language learning is data application. Make full use of the data amassed by the mobile learning platform, such as student learning time, number of resource downloads, frequency of interactive communication, etc., to conduct quantitative analysis, furnishing an

objective basis for teaching evaluation, assisting teachers to apprehend students' learning status more accurately, and detecting problems in teaching so as to adjust teaching strategies in a targeted manner.

Only by comprehensively considering and deftly handling the above precautions during implementation can the mobile assisted collaborative language learning teaching model of College English unleash its full potential, tangibly enhance the teaching quality, and foster the development of students' comprehensive English ability.

#### **4. COUNTERMEASURES AND SUGGESTIONS**

The mobile assisted collaborative language learning teaching model is endowed with unique strengths that enable it to reverse the teaching impasse and catapult college English teaching to new heights. Firstly, the "mobile assisted cooperative language learning teaching model" can shatter the "teacher-centered" straitjacket. By pre-class dissemination of a diverse array of micro-class videos and reading materials, students are afforded the opportunity to engage in autonomous pre-class preparation, entering the classroom armed with questions and insights, thereby transitioning from a passive to an active learning stance. In-class group discussions, coupled with the unfettered use of mobile devices to access materials, communicate, and share, serve to fully kindle students' subjective initiative and render them the veritable masters of their learning journey. Secondly, under the aegis of the mobile assisted collaborative language learning model, teachers can tailor hierarchical learning resources prior to class in accordance with the actual circumstances of students. For instance, providing micro-classes for basic grammar consolidation and vocabulary expansion for those with weaker foundations, and proffering high-difficulty reading materials and academic English writing guidance for those with surplus learning capacity, so as to meet the personalized learning needs of students at different levels. During in-class group work, students can offer mutual assistance, with those possessing a stronger foundation leading the way for those with weaker skills to make joint progress. After-class extension tasks can also be set at different difficulty levels, allowing each student to be trained and refined within the confines of their own ability. The mobile assisted collaborative language learning teaching model exploits mobile devices to breach the temporal and spatial confines of the classroom. Post-class, students can engage in English communication and discussion with group members via online platforms at any time and from any place. Whether it is rehearsing lines during the production of English skits or painstakingly revising the copy when fabricating English posters, it engenders copious language practice opportunities for students, enabling them to enhance their comprehensive English listening, speaking, reading and writing abilities in actual application. The evaluation system of the "Mobile Assisted Collaborative Language Learning Teaching Model" adopts a comprehensive approach, taking into account multiple dimensions such as pre-class preparation participation, classroom group cooperation performance, and the quality of completion of after-class extension tasks. It not only fixates on learning results but also accords greater significance to the learning process. It can dispense timely, comprehensive and targeted feedback to students, and encourage students to continuously improve their learning methods and improve their learning efficiency.

In summary, the reform of the teaching model of mobile assisted collaborative language learning in college English has reaped remarkable dividends. It has sundered the traditional shackles, accommodated the personalized needs.

#### **5. CONCLUSION**

In conclusion, the exploration and implementation of the mobile assisted collaborative language learning teaching model in college English have brought about profound transformations. This innovative approach has effectively tackled the long-standing dilemmas in traditional college English teaching. By integrating mobile technology and collaborative learning, it has shattered the monotonous “teacher-centered” paradigm.

In terms of teaching practice, the meticulous pre-class resource preparation, scientific classroom grouping, engaging after-class tasks, and comprehensive evaluation system have jointly contributed to enhanced teaching quality. Students, now active participants, have witnessed remarkable improvements in their comprehensive English abilities, be it in language skills or cultural understanding.

However, challenges remain. Continuous efforts are needed to refine the model. For instance, resource screening must adapt to the ever-evolving learning needs and technological advancements. Classroom organization should further optimize the balance between teacher guidance and student autonomy. The evaluation system demands regular recalibration to ensure fairness and effectiveness. Overall, this teaching model holds great promise and, with ongoing refinement, will continue to propel college English education to new heights.

#### **CONSENT (WHERE EVER APPLICABLE)**

The authors declares that 'written informed consent was obtained from patients for publication of this case report and accompanying images. A copy of the written consent is available for review by the Editorial office/Chief Editor/Editorial Board members of this journal.

#### **ETHICAL APPROVAL (WHERE EVER APPLICABLE)**

The studies involving humans were approved by Ethics Committee of Siyue Educational and Technological Institute (SETI 2024015). The studies were conducted in accordance with the local legislation and institutional requirements.

#### **DISCLAIMER (ARTIFICIAL INTELLIGENCE)**

The author hereby declares that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

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