



# Online Interactive Platform for College English Intensive Reading Teaching Based on Cloud Service

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**Abstract.** With the continuous development of science and technology, online teaching has become an important form of teaching in all stages. In the application process of College English intensive reading online teaching interactive platform, there is a problem that the courseware upload time is too expensive. Therefore, a college English intensive reading online teaching interactive platform based on cloud service is designed. Hardware part: select the mode of automatic clock phase control to obtain analog power through digital power supply; Software part: Taking discourse as the basic unit, identify the characteristics of College English intensive reading course, set up online teaching interaction mode, reflect the multidimensional and extensibility of interactive content, and optimize the function of the platform by using cloud service. Experimental results: the cost of uploading courseware between the designed College English intensive reading online teaching interactive platform and the other two college English intensive reading online teaching interactive platforms is 7.812 s, 12.123 s and 12.127 s respectively, and the code rate is low. It shows that after fully integrating with cloud service technology, the use effect of College English intensive reading online teaching interactive platform is more prominent.

**Keywords:** Cloud service · College English · Online teaching · Interactive platform · Intensive reading courses · Teaching objectives

## 1 Introduction

Classroom teaching interaction is the most active element in classroom teaching activities, which directly affects the effect and quality of classroom teaching [1–3]. College English intensive reading course is a compulsory course for English majors. College English teaching is an important part of Non-English Majors in higher education. The teaching goal of College English is to cultivate students' comprehensive application ability of English, so that students can communicate effectively in English in their future study, work and social communication, and enhance their autonomous learning ability to meet the needs of China's social development and international communication [4]. The word "interaction" comes from the computer term, which refers to the process in which

the system receives the input from the terminal, processes it, and returns the result to the terminal, that is, the so-called human-computer interaction process. With the introduction of computer-aided instruction, interaction has gradually become a teaching term, which can be understood as the activities of mutual communication between teachers and students, students and students in the teaching process.

Reference [5] proposed the research of online course live teaching platform based on real-time interaction mode, combined with the monitoring method of learning process, to show students' learning effects in the whole online course learning process, and finally to build an online course live teaching platform. Reference [6] proposes the application of video interaction technology in online education, researches on enriching the interactive forms of online video to improve the learning experience of learners, and realizes a video player with rich interactive functions and a front-end platform for interactive data visualization, which provides a new development direction for online education video. The traditional classroom teaching interaction is mainly face-to-face interaction between teachers, students and students. Its advantages lie in solving problems in time, improving teachers' and students' emotions, and building a harmonious collective learning atmosphere. However, there are also some shortcomings in the traditional face-to-face classroom teaching interaction. The network provides a more advanced interactive environment than the traditional classroom, but there are also some unfavorable factors. How to make rational use of the interactive characteristics of online teaching. It is a problem that all online course designers and teachers must seriously consider. Therefore, an online interactive platform for College English Intensive Reading Teaching based on cloud service is proposed. In the hardware part, the automatic clock phase control mode is selected, and the analog power is obtained through the digital power supply; In the software part, text is used as the basic unit to identify the characteristics of College English intensive reading course, set up online teaching interaction mode, reflect the multidimensional and extensibility of interaction content, and optimize the platform function by using cloud services. According to the conditions of the University and the English level of students, colleges and universities try to explore and establish the listening and speaking teaching mode under the network environment, and carry out listening and speaking teaching and training directly on the LAN or campus network.

## **2 Hardware Design of Online Interactive Platform for College English Intensive Reading Teaching**

The working mode of 1vixt2001 is configured through SPI serial port to control the circuit. The configuration of several key registers of mxt2001 and the settings related to the configuration of 2GS/s real-time sampling rate are as follows: enable the bilateral edge sampling function. In the first mock exam, the DEN enable register D15 bits are high, enabling MXT2001 to enter the bilateral sampling mode. In this mode, the two sub ADC samples and converts the same analog input signal through time interleaved mode, achieving two times the sampling frequency of the input clock frequency. Choose the automatic clock phase control mode, because if only the CPU core is powered, and the peripheral I/O is not powered, it will not damage the chip, but there is no input and output capacity. On the contrary, if the peripheral I/O is powered on and the CPU core is not

powered on, the triode of the DSP buffer driving part works in an unknown state, which may cause the peripheral pins of the DSP to act as the output terminal at the same time. The low-speed ADC is used for time alternating parallel sampling. The phase difference must be only  $180^\circ$  as far as possible to achieve the best equal interval sampling. When the D14 bit of Des enable register is enabled, the clock phase control function can be started. The mxt2001 internal phase detection circuit continuously adjusts the sampling clock edge of channel I and channel Q to make their phase difference  $180^\circ$  to realize high-precision equal interval sampling. At this time, if the output values of both sides are opposite, there may be a large current due to reverse driving, which is very dangerous, which will not only affect the service life of the device, but also damage the device. Similarly, when the power is turned off, if the core power is powered off first, a large current will also be generated.

If two sub ADCs want to realize equal precision voltage mapping for the same measured signal, the full amplitude voltage of the two sub ADCs must be consistent. Otherwise, when two sub ADC data are spliced, the waveform will be sawtooth, resulting in uneven waveform splicing. When designing the power supply system of different DSP chips, we should according to their different power supply characteristics, otherwise the whole power supply system may be damaged. Considering the above characteristics, the special power chip tps70345 provided by TI company is selected to design the digital system power supply.

The full range voltage adjustment is adjusted by the input swing registers of channel I and channel Q (the addresses are 3H and 8h respectively). In this subject, they are set to 0x807f, that is, the full range voltage is 700 mVpp. Due to different ADC chips, the input offset of two sub ADCs may still occur after the full range voltage adjustment register is adjusted, so it is still necessary to fine tune in combination with the I-channel offset adjustment and Q-channel offset adjustment registers to obtain the analog power supply through the digital power supply. Among them, while the typical working current of the I/Q pin is 58 mA, which fully meets the requirements even if 50% redundancy is considered respectively. 1VIXT2001 can adjust the offset value of 45 mV at most, so at least 0.176 mV single step adjustment (45 mV/256) can be obtained each time. Through coarse adjustment and multiple fine adjustment of the full range voltage and phase of the two sub cores of ADC, the real-time sampling rate of 2GS/S is finally realized.

### **3 Interactive Platform for Online Teaching of College English Intensive Reading**

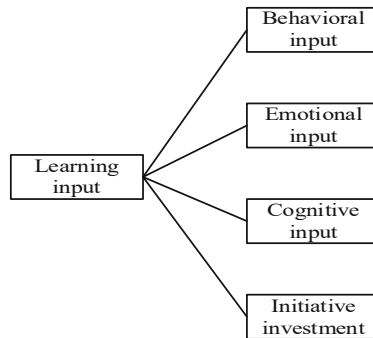
#### **3.1 Identify the Characteristics of College English Intensive Reading Courses**

As a highly communicative and comprehensive course, English Intensive Reading emphasizes the co construction of group knowledge. Each learner is not only the acquisition of knowledge, but also the creator of group knowledge. In other words, basic language skills are the premise of developing communicative competence.

Using the principle of cloud service, the English intensive reading course is designed into a common learning community. Each learner is not only the acquisition of knowledge, but also the creator of group knowledge. Compared with other subjects, English

learning needs to conform to the law of second language acquisition. At the same time, the teaching purpose of the university stage focuses more on the development of students' self-study ability. To complete the classroom task, we need to find information, analyze information and extract effective information, which is undoubtedly beneficial to the development of their self-study ability. The design of course content needs to meet the understandable input principle of knowledge.

The existing intensive reading textbooks for English majors generally take the text as the basic unit and the text as the unit. From the perspective of language learning, in order to further promote the accumulation of learners' language knowledge, we should make the input content meet the basic needs of learners, that is, understandable input conducive to the development of learners' cognitive ability. In order to enable learners to understand the language form from the language meaning and regard the learning of language form as a means to achieve communication rather than set up for form, the best teaching method is to take the text as the unit of teaching. Learning input is not only a multi-dimensional structure, but also has different but highly interrelated aspects. The four levels of learning input are shown in Fig. 1:



**Fig. 1.** Schematic diagram of four levels of learning input

As can be seen from Fig. 1, the four levels of learning investment are: behavioral investment, emotional investment, cognitive investment and initiative investment. Each of these four aspects can be connected with other links. Therefore, judging learners' active involvement in learning activities will include assessing attention. When the teaching unit rises to discourse, it pays more attention to the meaning of language communication than the form of language, which has been reflected by the communicative teaching method. As the continuous development of communicative teaching method, interactive teaching focuses on the teaching of language meaning rather than the mechanical training of language form. The discourse teaching system of intensive reading teaching is suitable for interactive teaching. Interactivity is one of the essential characteristics of interactive teaching. Realizing real interactive classroom teaching is an important link to improve the quality of English classroom teaching. Interaction is not only the transmission of information, but also the process of information understanding and processing.

### 3.2 Setting Interactive Mode of Online Teaching

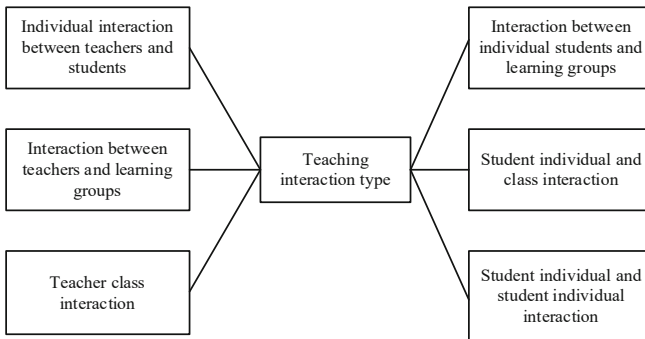
From the perspective of pedagogy, “interaction” refers to the communication, communication, connection, influence and interaction between teachers and students in the teaching process, taking the teaching content as the media and in order to complete the teaching task under the environment of modern educational technology. It emphasizes that the communication between teachers and students is based on the teaching content. The term “interaction” comes from computer terminology. It refers to the process in which the system receives the input from the terminal, processes it, and then returns the result to the terminal, that is, the so-called interaction between man and machine. At the same time, it also focuses on the interaction between teachers and students and the learning environment, including the interaction between teachers and students, learning resources and students, as well as the interaction between teachers and students.

With the introduction of CAI, interaction has gradually become a term of online teaching, which can be understood as an activity of mutual communication, mutual communication, mutual dialogue, mutual understanding and mutual learning between teachers and students, students and students in the process of online teaching. Online teaching interaction not only emphasizes the interaction between online teaching participants, online teaching interactive behavior and online teaching resources and environment, but also cannot ignore the importance of online teaching objectives and solving online teaching problems. From the perspective of interaction object, the interaction in distance education is defined as the interaction between distance learners and all distance education resources, mainly including the interaction between distance learners and learning materials, and learning support organizations (including tutors, consultants, administrative personnel, institutional facilities, etc.). Online teaching objectives play a guiding role in online teaching activities and online teaching tasks. Online teaching interaction needs to adopt appropriate interactive behavior and content around online teaching objectives. The emphasized online teaching design changes from simple presupposition to dynamic generation, and dynamic generation is the biggest feature of classroom interaction. Therefore, online teaching interaction refers to that in a certain online teaching situation, mainly in classroom teaching, in order to achieve the expected teaching objectives, teachers carry out the communication and discussion between students and teachers and students with the help of technical means based on the teaching content, expand from interpersonal interaction to information interaction, further guide students to think on this basis, and finally lead students to the interaction of new and old concepts within individuals.

The interaction between learners and learning content is a key feature to define education. Because the interaction process between learners and learning content changes learners’ understanding, the formation of views or the cognitive structure in learners’ mind, there is no education without the interaction between learners and learning content. Interaction and learning promote each other. Students’ learning is based on one-dimensional thinking of learning content, while teaching interaction reflects the multi-dimensional and extensibility of interactive content due to the scalability of the number of participants and the diversification of background environment.

The feedback given by teachers is of great value in the interaction between teachers and learners. Educators should organize online teaching plans to maximize the benefits

of various types of interaction, and ensure that the types of interaction provided are most appropriate for different online teaching tasks in different disciplines and learners at different stages of development. The online teaching interaction between teachers and students embodies the modern online teaching thought of taking teachers as the leading and students as the main body, and also conforms to the people-oriented educational concept. After students interact with teachers, peers and collectives, it helps to connect individual internal knowledge with the surrounding knowledge network, so as to optimize the knowledge structure. Divided from the participants of online teaching interaction, online teaching interaction can be divided into two types: teacher-student interaction and student student interaction, which can be divided into the following six types, as shown in Fig. 2:



**Fig. 2.** Types of teaching interaction

As can be seen from Fig. 2, the types of teaching interaction include: interaction between teachers and students, interaction between teachers and learning groups, interaction between teachers and classes, interaction between students and students, interaction between students and learning groups, and interaction between students and classes. The first three kinds of interaction are mainly from the perspective of teachers, and the last three kinds are mainly from the perspective of students, and the interaction between teachers and students and between students are carried out around the learning theme. The teaching interaction under the guidance of teachers can be realized through the interaction between teachers and students, learning group and the whole class. The factors involved in online teaching interaction involve not only teachers' control over content transmission, but also students' control over the presentation of online teaching content and related processes. For social interaction, the interaction between students and teachers and between students and students may sometimes have nothing to do with online teaching, but it can still help create a positive or negative learning atmosphere. The interaction between teachers and individual students can stimulate students' interest in learning and communication and inspire other students to think. However, due to the limitation of classroom time, it is difficult for teachers to communicate and discuss with each student. When the teacher divides the students into groups, the interaction between the teacher and the learning group will help to guide the learning of the group, cultivate the students' cooperative ability and solve the learning problems. At the same

time, teachers also have relatively sufficient time to give guidance or suggestions to each group, so as to make the objectives of group activities more clear and improve the efficiency of group interactive learning. These interactions can also give feedback on learners' progress in achieving teaching goals, and some kinds of social interaction can directly promote teaching interaction. For example, the group discussion in class is highly interactive. At the same time, students also actively participate in the comparison of views on the content and objectives of the core curriculum. After completing the teaching interaction or teaching task, teachers can summarize and evaluate through online voting, questionnaire survey and homework feedback, and further interact with the whole class to have an in-depth understanding of the learning situation of all students.

### 3.3 Cloud Service Optimization Platform Functions

With the rapid development of cloud computing, more and more individuals or enterprises choose to use cloud services, which can not only save costs, but also easily outsource data to cloud services for storage and management, which can greatly save local storage costs and improve data flexibility. The cloud service security agent is located between cloud service users and cloud service providers, and can encrypt and protect the above cloud data. Then in the cloud service environment, the encryption coefficient calculation formula of data transmission is:

$$G = \sum_{q=1}^p \frac{1}{D^{pq}} \quad (1)$$

In formula (1),  $p$ ,  $q$  represents the fading coefficient of data and broadcast signal respectively, and  $D$  represents the transmission coefficient of source end. On this basis, it is concluded that the data received by the cloud service destination terminal is:

$$l = \frac{\varepsilon^2}{2} \times \sum |D - 1| \quad (2)$$

In formula (2),  $\varepsilon$  represents the noise power. Similarly, according to Eq. (2), the received power is:

$$R = \frac{\sum_{\varphi=1} Q - \varphi^2}{H} \quad (3)$$

In formula (3),  $Q$  represents the upper limit of transmission power of each data set,  $\varphi$  represents the maximum signal-to-noise ratio at the receiving end, and  $H$  represents the identity matrix.

In practice, this technology requires a lot of manual maintenance work and the data encryption function is unstable. CASB is deployed between users and cloud services to intercept network data, perform protocol analysis on traffic data, and parse and encrypt on-cloud data. The online teaching interactive platform has simple operation and comprehensive teaching functions, which is convenient for students to participate in teaching interaction easily. The online teaching interactive platform combines its own devices and

uses wireless network technology, touch screen technology and other operation technologies familiar to students in daily life to achieve convenient operation and help students easily participate in online classroom teaching interaction. From the homework function, forum function, class appointment function and evaluation function in detail:

- (1) Homework function: In this function, students can see the homework published by teachers and upload their own homework in the form of attachments.
- (2) Forum function: This function is an independent forum system, where teachers and students can communicate in study, life and other aspects. Online teaching interaction platform, on the other hand, students sign in, add documents, add discussion, add questions, questionnaire survey, in-class test, submit homework, ranking and other functions into an organic whole, comprehensive teaching auxiliary function to help the teachers and students to carry out a variety of teaching activities, diversified teaching interactive content, ensure the interactive teaching between teachers and students.
- (3) Class appointment function: Students can apply for class appointment face-to-face to the teacher and wait for the teacher to provide information about the time and place of group tutoring. If the number of students is full, the application for class appointment of individual students may be rejected. The online teaching interaction platform supports multiple synchronous and asynchronous interactions between teachers and students [7]. Online teaching interactive platform is an interactive learning platform that supports real-time synchronous interaction of all staff. It has professional online interactive functions and can realize multi-screen real-time interaction of mobile phones, computers and other devices.
- (4) Evaluation function: Students can evaluate teachers' teaching. Students can directly choose the score on the teaching evaluation index, which is helpful to improve the quality of network teaching. The teacher enters the correct user name and password to log in to the system and enter the interface of the teacher operation platform. During class discussion, all students can participate in real-time online synchronous interaction, including text, speech and pictures, etc., and use the visualization technology of online teaching interaction platform to project the interactive process and results in the form of text cloud, charts and other forms of synchronous feedback on the electronic screen for teachers and students to share in real time.

In addition, the online teaching interactive platform can also support asynchronous interaction and help students complete personalized interactive learning independently. The general menu lists the four sub functions provided by the system for teachers, namely "system home page", "teaching management", "teaching resources" and "personal information". The platform administrator can log in to the system and enter the system administrator operation platform interface by entering the correct user name and password. After class, students can find resources about learning topics on the Internet at any time through their own equipment, independently express their learning views and questions through the online teaching interaction platform, and have asynchronous interaction with teachers' partners. The system administrator is mainly responsible for managing and maintaining information in the system. The general menu lists the four sub functions provided by the system for the system administrator, namely "system

user management”, “academic year teaching management”, “teaching auxiliary application” and “system setting management”. The system administrator is divided into “super administrator” and “ordinary administrator”. The “super administrator” has the maximum authority and can register an account for the “ordinary administrator”. The online teaching interactive platform automatically records and saves the interactive content, and reserves in-depth thinking time for students who interact after serious thinking, so as to facilitate effective in-depth interaction at any time.

Teachers and students can conduct asynchronous interaction with their peers by praising or replying to others’ views, so as to further promote the learning interaction. The online teaching interactive platform supports interactive data visualization and helps teachers analyze students’ learning and interaction. There is a grading test system in the network teaching platform of College English intensive reading, which can help students make diagnostic evaluation at the beginning of course learning and choose suitable learning content. The unit test function in the network test system can make students know the test results and correct answers in time, provide timely feedback for learning, and help teachers collect their usual results [8–10]. The online teaching content and interactive data of teachers and students will be timely presented through the online visual teaching content and interactive information platform. Online question answering system enables teachers to answer students’ questions online, and understand students’ individual and overall needs in time through summarizing and analyzing these questions, so as to adjust teaching methods and improve teaching effect in time. Secondly, teachers can use the key technologies of learning analysis technology, such as discourse analysis and content analysis, to understand the contents and ideas of students’ communication and interaction, pay attention to the progress of online learning, and analyze students’ learning and interaction, so as to facilitate targeted teaching and guidance. The learning progress management system has detailed records of students’ learning situation, including autonomous learning time and learning progress, which can make teachers master students’ situation more comprehensively.

## 4 Platform Test

### 4.1 Test Preparation

According to the experimental test needs, Ajax technology is adopted in the client browser, based on CSS HTML language, using JavaScript, interacts with the business logic layer, and the business logic layer adopts PHP scripting language. The database layer encapsulates the access details of the underlying database, and ADODB is responsible for accessing MySQL database. The virtual machine running in the cloud browser is mainly composed of a virtual machine running in the cloud browser. The development environment of the platform is free and rich. The server is based on Linux operating system and adopts MySQL database. The web server is built by apach, and the foreground development language is PHP. The virtual machine running the browser is configured with Intel i7 2.20 GHz CPU 4-core and 16 GB memory, and the virtual machine running cloudcrypt is configured with Intel I72 20 GHz CPU dual core, 4 GB memory. Database access adopts ADODB technology, which is the abbreviation of active data objects data base. It is an abstract class library for PHP to access database. The core

function of cloudcrypt in cloud services is encryption and decryption of sensitive data. The encryption and decryption operation phase mainly occurs at the JavaScript wrapper and security gateway. The JavaScript wrapper encrypts the data before the client code reads it, and the security gateway encrypts the data before sending it to the ECS. PHP supports a variety of database systems, mysql, Sybase, Informix, SQL server, Oracle, DB2, etc. ADODB defines standardized database access interfaces to hide the differences between databases, and the conversion of accessing different database systems is transparent to users.

## 4.2 Test Results

The reference [5] platform and reference [6] platform are selected for experimental comparison with the online teaching interaction platform for College English Intensive Reading designed this time to test the time cost of the three platforms when uploading courseware of different sizes. The experimental results are shown in Tables 1, 2, 3, 4 and 5:

**Table 1.** Time cost of uploading courseware 50 MB (s)

Number of experiments	Reference [5] platform	Reference [6] platform	An interactive online teaching platform for College English Intensive Reading
1	3.515	3.974	2.164
2	4.984	4.152	1.978
3	4.112	3.948	2.140
4	3.697	4.366	2.006
5	3.648	4.815	1.996
6	4.031	3.787	2.316
7	2.948	4.315	2.505
8	3.667	4.669	1.848
9	4.251	3.525	2.312
10	4.306	4.077	3.161

It can be seen from Table 1 that the cost of uploading courseware between the designed College English intensive reading online teaching interactive platform and the other two college English intensive reading online teaching interactive platforms is 2.243 s, 3.916 s and 4.163 s respectively.

**Table 2.** 100 MB time cost of uploading courseware (s)

Number of experiments	Reference [5] platform	Reference [6] platform	An interactive online teaching platform for College English Intensive Reading
1	6.948	7.2021	4.645
2	7.164	6.309	3.312
3	6.009	7.255	3.994
4	6.487	6.784	4.158
5	6.158	7.648	2.370
6	7.664	6.594	4.102
7	6.521	6.123	3.225
8	7.306	7.159	2.109
9	6.412	7.984	4.307
10	7.597	6.316	2.549

It can be seen from Table 2 that the cost of uploading courseware between the designed College English intensive reading online teaching interactive platform and the other two college English intensive reading online teaching interactive platforms is 3.477 s, 6.827 s and 6.937 s respectively.

**Table 3.** 150 MB time cost of uploading courseware (s)

Number of experiments	Reference [5] platform	Reference [6] platform	An interactive online teaching platform for College English Intensive Reading
1	12.484	13.112	8.02
2	11.506	12.104	9.154
3	13.219	11.516	9.008
4	13.3337	12.309	8.121
5	12.544	12.874	9.304
6	13.206	13.548	9.715
7	11.108	11.669	8.646
8	13.337	12.547	9.825
9	12.455	11.633	9.497
10	12.306	13.825	8.316

It can be seen from Table 3 that the cost of uploading courseware between the designed College English intensive reading online teaching interactive platform and the other two college English intensive reading online teaching interactive platforms is 8.961 s, 12.550 s and 12.514 s respectively.

**Table 4.** Time cost of uploading courseware 200 MB (s)

Number of experiments	Reference [5] platform	Reference [6] platform	An interactive online teaching platform for College English Intensive Reading
1	15.541	14.154	9.662
2	16.362	16.260	12.515
3	15.554	15.306	12.202
4	17.202	14.509	11.649
5	14.615	15.487	10.548
6	15.299	16.354	10.411
7	17.784	16.556	9.347
8	14.655	15.327	11.519
9	14.021	17.152	12.202
10	15.034	15.741	10.199

It can be seen from Table 4 that the cost of uploading courseware between the designed College English intensive reading online teaching interactive platform and the other two college English intensive reading online teaching interactive platforms is 11.025 s, 15.607 s and 15.685 s respectively.

**Table 5.** Time cost of uploading courseware 250 MB (s)

Number of experiments	Reference [5] platform	Reference [6] platform	An interactive online teaching platform for College English Intensive reading
1	21.645	21.203	14.466
2	20.845	22.062	13.090
3	21.162	20.051	12.154
4	22.314	21.497	13.263
5	21.468	20.646	14.155

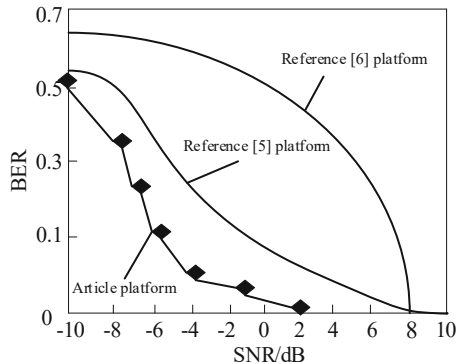
(continued)

**Table 5.** (continued)

Number of experiments	Reference [5] platform	Reference [6] platform	An interactive online teaching platform for College English Intensive reading
6	22.311	22.548	13.195
7	21.562	21.421	12.456
8	20.164	20.039	14.315
9	22.784	22.874	12.241
10	22.915	21.046	14.221

It can be seen from Table 5 that the cost of uploading courseware between the designed College English intensive reading online teaching interactive platform and the other two college English intensive reading online teaching interactive platforms is 13.356 s, 21.717 s and 21.339 s respectively.

The platform of this article, reference [5] and reference [6] are used to compare the bit error rate (BER) caused by online teaching interaction of College English intensive reading, and the comparison results are shown in Fig. 3.

**Fig. 3.** Comparison results of bit error rate under different platforms

It can be seen from Fig. 3 that compared with reference [5] platform and reference [6] platform, the platform selected in this paper has a low bit error rate in online teaching interaction of College English intensive reading. The main reason is that this method sets up an online teaching interaction mode. In order to achieve the expected teaching objectives, teachers communicate and discuss among students, teachers and students based on the teaching content and with the help of technical means, and expand interpersonal interaction into information interaction. On this basis, they further guide students to think, and finally lead students to the interaction of new and old concepts within individuals, which is conducive to reducing the bit error rate to a certain extent.

## 5 Conclusion

The designed platform enables the teaching of College English Intensive Reading to mobilize learners' active participation to the greatest extent, which is conducive to the formation and improvement of learners' internal motivation. It can cultivate students' ability to find and solve problems, and enable learners to learn evaluation and self-evaluation in the process of reflection. At the same time, the interaction design in online online courses is mainly carried out from three aspects: the interaction between learners and teachers, the interaction between learners and learning content, and the interaction between learners and learners. Finally, combined with the function principle of cloud service, the function of online interactive platform for College English intensive reading teaching is optimized. Experience the significance of success by completing tasks and promote the exertion of learners' own potential. Due to the limitation of time and specialty, the research of this paper still has many limitations, and there is no need to invest more energy in the accuracy of the platform in the future.

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