Research Article

Analyzing the Construction of University ELT Resource Base Using Cloud Platform

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The design and application of multimedia and network technology provide opportunities for students and teachers to use the latest technological trends. It effectively promotes the information technology to enter the classroom and integrate it into subject teaching. To improve the teaching quality of higher education and the level of running a school, universities and colleges have started the innovation and strengthening school projects and quality engineering construction. One of these is the construction of excellent resource courses. It uses an information platform to build several high-quality teaching resources and promote the co-construction and sharing of high-quality educational resources. It also promotes education and teaching refinement in universities and colleges. The subjective difficulties encountered by college English teachers in the process of developing and utilizing English curriculum resources are mainly reflected in their lack of professional knowledge and existing resources. The professional knowledge is 45.4%, while the existing resources are only 36.3%. However, every person is confident in their own development consciousness and ability. This paper studies the building of the university ELT resource base based on a cloud platform. The cloud platform has the ability to enrich teaching resources by optimizing the management and evaluation of these resources and provide much broader space and viable options for the learning of students and facilitation of teachers. The suggested platform in this article implements unified data management, security, application, and other management in the “cloud” and helps consumers focus on their core business rather than on management. This concept significantly reduces the amount of money spent on education informatization and alters the way the government invests in education. It will produce more cost-effective and realistic solutions, as well as increase economic benefits.

1. Introduction

The rapid development of network technology has brought people to the twenty-first century of “globalization” and shortened the distance between countries all around the world. At the same time, the English language has become the “Esperanto” on the network [1]. However, due to the lack of teaching resources, the application of information technology in teaching is negatively affected. High-quality and rich educational resources that meet the requirements of teaching reform are the core of current educational informatization and the basis for the effective application of information technology in subject teaching [2]. Language is a carrier of culture with rich connotations. Therefore, the teaching of the English language must not be limited to the teaching of superficial grammar knowledge and the training of listening and speaking skills. We should deeply explore the connotation behind the English language and guide students to feel the deep humanistic elements such as culture, emotion, and attitude hidden behind the English language and also to enable students in achieving a deep understanding of the English language and truly become English learners who understand English [3, 4]. Although, the network can provide rich and colorful communication functions for teaching, yet the functions are scattered. It is not conducive to the development and management of teaching. Most of the current college English multimedia network teaching resource databases have the defects of outdated resources, have unclear classification, lack reasonable theoretical framework for the construction of the
whole resource database, and are inconvenient for learners [5, 6].

Colleges and universities have begun to innovate and develop projects and quality engineering material to increase the teaching quality of higher education. The creation of good resource courses is one of the main objectives. The rapid development of cloud technology and modern wireless communication technology has given birth to the cloud industry and APP application market with great potential [7]. However, in the face of the huge education market, the perfect combination of cloud technology and APP application technology of mobile intelligent terminals is rare [8, 9]. A cloud platform is a new model of computing and storing data. It connects various types of hardware devices through virtualization technology and uses related application software to provide storage, computing, and other services to the outside world. From the service level, the cloud platform improves all kinds of computing resources through the network. It enables the users to get all kinds of resources through the cloud platform resource center anytime and anywhere. The application of cloud computing platforms in the field of education has produced the education and teaching form based on a cloud platform. It is an indispensable link between education and teaching informatization [10, 11].

The construction of a cloud platform for information-based, paperless, and intelligent teaching and testing on mobile phones is still not spread in the market. Its effective implementation has promoted a significant improvement in the English application ability of the students [12]. They conduct independent learning according to their learning interests and needs and online consultation with local educational experts and famous teachers. Also, they purchase annual services according to the situation of teachers and students [1, 2]. When selecting a platform, priority must be given to the educational resource cloud platform with a wide range of use in the industry, complete functions, and cross-platform use, to facilitate the construction and aggregation of resources. In the “cloud,” the platform enables unified data, security, and application administration. Users should concentrate solely on their own business rather than wasting time on management. This methodology significantly reduces the amount of money spent on education informatization and shifts the government’s investment strategy in education. It will produce more cost-effective and realistic results, as well as increase economic benefits [5]. The cloud platform can greatly enrich teaching resources, optimize teaching management and evaluation, and provide broader space and more alternative ways for learning for students and teachers. This paper studies and innovates the above problems from the following aspects:

1. A system scheme of university ELT resource base construction based on a cloud platform is proposed. The university ELT resource base based on a cloud platform should reflect these three elements: create teaching situations for users, provide a platform for collaborative learning and conversation communication, and become a cognitive tool for users to actively learn and explore independently. In order to ensure the security and reliability of university ELT resources and normal teaching, the resource pool is stored in the server for centralized management. Only audio-visual educators have the access to log in to the server. Similarly, the management has the authority to add or delete the teaching resource pool.

2. The construction system of the university ELT resource base on a cloud platform is constructed. Users can uniformly assign permissions according to their needs and control the access of business systems running on the platform. The construction of a cloud platform mainly includes a professional teaching resource pool and online course resources. The teaching resource pool is based on majors, curriculum-oriented, and resource-based. The process of building connotative resources for the college English cloud platform also needs the participation of students.

The paper is divided into five parts, and the organizational structure is as follows: Section 2 introduces the related work of the university ELT resource database. Section 3 introduces the principle and algorithm of the cloud platform. Section 4 introduces the implementation of the university ELT resource database construction system based on the cloud platform and compares the performance of the system through experiments. Finally, Section 5 explains the concluding remarks.

2. Related Work

In this section, the research status at home (China) and abroad and the research status of university ELT database construction based on a cloud platform will be explained. This will help us clarify the related work that has been done in this research. The explanation is as follows.

2.1. Research Status in China and around the Globe.

Wang and Yuan proposed that the enrichment of learning resources increases the freedom of choice for the students, thus in return increasing students’ autonomy. Therefore, it is urgent to speed up the construction of the college English listening and speaking teaching resource database and promote the construction of an autonomous learning teaching model [8]. Thompson proposed that the college English multimedia network teaching resource database should concentrate all elements in English teaching and become a network teaching platform integrating the functions of teaching content management and release, classroom teaching, online teaching evaluation, online teaching interaction, project-based collaborative learning, developmental teaching evaluation, and teaching management [13]. Mateos-González and Wakeling proposed that digital teaching resources refer to multimedia materials that have been digitized and can run on computers or networks [14]. Jindapitak proposed that for the two core driving forces to promote social, economic, and cultural development, the Internet and education will profoundly change the history
and destiny of a nation. The construction of the college English multimedia network teaching resource database will grasp the combination of the two and realize more efficient autonomous learning [15]. Fan et al. proposed that “networking is only the form of informatization, and rich educational information resources and convenient and fast access are the content and essence of informatization. The core problem of campus network construction lies in the construction of educational information resources” [16]. Li proposed that the construction of a teaching resource bank for English majors in local undergraduate colleges should be combined with professional positioning and training objectives [17]. Quinn and Bates proposed that the autonomous learning teaching mode is a form of student-centered and students' independent use of computers for individualized learning. It can choose the learning content according to its learning objectives to the greatest extent without the constraints of teachers, time, space, and learning strategies to self-control the learning progress in order to achieve the best learning effect [18]. Yılmaz Fındık et al. put forward that the English teaching resource base based on campus network can provide a real corpus of characters and listeners. It provides rich and varied language practice opportunities and lets students get in touch with English in practical use to the maximum extent. This is the ideal way to establish “effective language input” [19]. Mohr and Ochieng put forward that the ultimate goal of a teaching resource pool is curriculum, which is composed of curriculum resources. Therefore, in the process of building a teaching resource platform, we must take the construction of curriculum resources as the starting point. When the construction of curriculum resources is perfect, then people will learn, and teaching resources will play their role [20]. Clark and Hordósy put forward that with the continuous development of Internet cloud computing technology and the promotion of government for purchasing services on demand, local college undergraduates have begun to gradually consider building school-based resources by purchasing services [21].

### 2.2. Research Status of University ELT Resource Database Construction Using Cloud Platform

Based on the cloud platform, this paper studies the construction of the university ELT resource database. The teaching resource database of English majors mainly includes specialty construction, teaching team, teaching research and reform, curriculum construction, learning resources, communication, and interaction. Professional construction includes professional profile, professional talent training program, professional construction planning, curriculum construction planning, textbook construction planning, professional construction standards, school-enterprise cooperation, professional talent training characteristics, and other information. College English connotation resources in the cloud platform are cloud resources that teachers can choose from the teaching cloud platform to help them carry out English classroom connotation teaching. It includes microclasses, audio and video, pictures, applications, and others. The content of the university ELT resource database should not only follow the law of general teaching but also reflect the changes brought by the network. Its value lies in providing a good carrier for knowledge imparting and effective learning. Its value is reflected by the combination of teaching content and network. The construction of the university ELT resource database is an optimized design of teaching resources by using modern educational technology and teaching design theory. We should try to collect materials covering different aspects of society, life, and science, in order to meet the needs of students with different interests and hobbies. When the College English connotation resource database of cloud platform is built, one can take the teaching materials used by the university as the basic construction framework; then select the expandable connotation points according to the content of each unit and lesson, which can be beautiful paragraph appreciation, important cultural points, and more positive emotional attitude; and make short courseware or small video to show each connotation point. Embedded in the connotation resource database of the college English cloud platform, it provides students with after-school autonomous learning materials.

### 3. Principle and Algorithm of Cloud Platform

The cloud platform, also known as a cloud computing platform, is a comprehensive network application platform based on cloud computing. It is a business model of obtaining services from shared and configurable computing resources in a convenient and on-demand manner through the network. A cloud platform is a basic platform that connects the software and hardware resources in various regions through the network. It can be dynamically deployed, can provide computing or storage capabilities in a unified way, can be realized by various existing technologies, and can meet certain business needs. Users can uniformly assign permissions according to their needs and control the access of business systems running on the platform. The construction of a cloud platform mainly includes a professional teaching resource pool and online course resources. The teaching resource pool is based on majors, curriculum-oriented, and resource-based. The process of building connotative resources for the college English cloud platform also needs the participation of students. Contemporary college students are in the age of the Internet. They know the world through the Internet every day. What they have seen and heard in some aspects is even wider than the teachers. They have their own unique opinions on some things, as well as English. The main task of the cloud platform is to combine a large amount of idle storage space with application software to jointly provide data storage services for the users. For users, cloud storage is like an independent and specific storage device, but in fact, the underlying hardware devices of cloud storage are composed of different types of storage devices distributed in different regions. The original APP application based on a cloud platform supports user registration and secure login and has many functions such as online examination, online classroom, online learning, online competition, online meeting, and others. The online
examination includes question bank management, examination paper management, examination management, and marking management. With the popularization of network technology, it is suggested that the education cloud platform should be combined with the connotation construction of the college English classroom to improve the teaching effectiveness and achieve the goal of connotation education. The university ELT resource base based on cloud platform mainly consists of five parts: the web portal for resource base, the private cloud infrastructure for resource base, FTP server, Hadoop cluster, and database server. According to the analysis and configuration, the network topology of the teaching resource base under this private cloud platform is shown in Figure 1.

The private cloud infrastructure of the resource library system is mainly composed of three front- and back-end node servers. The front-end node is equipped with four components of Eucalyptus: CLC, walrus, CC, and SC. The other two-node servers are the back-end nodes of computing nodes, on which NC is installed. Its main function is to run VMS. For each VM, internal IP and public IP are required, and users need to access one of them. Public IP is always mandatory. Most of the services provided by the private cloud platform work through the image file. The FTP server is mainly used to upload and store the image file of the private cloud and the business system of the resource library. The purpose of this study is to establish a student English teaching resource database construction system in order to make the resource database construction system have high reliability. It is necessary to test the validity and reliability of the questionnaire. In the cloud platform analysis approach, the average difference test method of low and high groups is employed, and the 25% grouping method with the highest discriminant reliability in cloud platform analysis is used to group the samples. The associated hypothesis test problem is used to see if the overall mean in the high group of a question item differs remarkably from that in the low group.

\[ H_0: \mu_1 = \mu_2 \Rightarrow H_1: \mu_1 \neq \mu_2. \]  

(1)

Levene tests whether the overall variance of high and low groups is equal. The first row represents zero hypothesis, which means the variance is equal. When \( \sigma_1 = \sigma_2 \), the combined variance is used as the estimation of overall variance, which is defined as follows:

\[ S_p^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}. \]  

(2)

Here, \( S_1^2 \) and \( S_2^2 \) are the variance of two groups, that is, high group and low group samples, respectively, and \( n_1 \) and \( n_2 \) are the sample number for the low and high groups, respectively. The mean difference between the two samples’ sampling distribution variance \( \sigma_{12}^2 \) is calculated as follows:

\[ \sigma_{12}^2 = \frac{S_2^2}{n_1} + \frac{S_1^2}{n_2}. \]  

(3)

The second line represents the alternative hypothesis. It indicates that the variances of the two populations are not equal, that is, when \( \sigma_1 \neq \sigma_2 \) is utilized, the corresponding variances are utilized. Currently, the variance \( \sigma_{12}^2 \) of the sampling distribution of the mean change between the two samples is

\[ \sigma_{12}^2 = \frac{S_2^2}{n_1} + \frac{S_1^2}{n_2}. \]  

(4)

The statistic \( t \) of the mean test of two populations has the following mathematical definition:

\[ t = \frac{\bar{x}_1 - \bar{x}_2 - (\mu_1 - \mu_2)}{\sqrt{\sigma_{12}^2}}. \]  

(5)

The probability of the average significance test determines whether the item is retained or deleted.

After the \( T \) test of independent samples, the questionnaire’s overall reliability was evaluated. For the purpose of assessing the reliability of the Likert scale, which is commonly used in the social sciences, the Cronbach’s \( \alpha \) coefficient is the most commonly used term, and it also indicates internal consistency. The following is the formula:

\[ \alpha = \frac{K}{K-1} \left( 1 - \frac{\sum S_i^2}{S^2} \right). \]  

(6)

\( K \) denotes the total number of items within the questionnaire, \( \sum S_i^2 \) depicts the variance of the overall score of each questionnaire, and \( S^2 \) provides the variance of the items within the questionnaire. When higher value of the coefficient is calculated, the reliability of the questionnaire is also higher. When a certain item is deleted, the internal consistency coefficient of the questionnaire increases instead, which shows that the quantity to be predicted by this question is not similar to the prediction made by other questions within the questionnaire. As a result, the question can be removed from the questionnaire.

In order to test the structural validity by factor analysis, we need to do the spherical test of KMO and Bartlett first. The validity between 0.6 and 0.8 is suitable; the validity between 0.5 and 0.6 is average; and the validity below 0.5 is not suitable. Using KMO for sampling suitability test, its mathematical definition is as follows:

\[ \text{KMO} = \frac{\sum \sum r_{ij}^2}{\sum \sum r_{ij}^2 + \sum \sum p_{ij}}. \]  

(7)

Here, \( r_{ij} \) is the correlation coefficient between variables and \( p_{ij} \) is the partial correlation coefficient between variables.

The observation matrix of the principal component of the sample is

\[
X = \begin{bmatrix}
X_{11} & X_{12} & \ldots & X_{1p} \\
X_{21} & X_{22} & \ldots & X_{2p} \\
\vdots & \vdots & \ddots & \vdots \\
X_{n1} & X_{n2} & \ldots & X_{np}
\end{bmatrix}.
\]  

(8)

Standardize raw data as follows:
Here, $X_j$ is the mean value of item $j$ and $D(X_j)$ is the variance of item $j$. Calculate the correlation matrix $R$ of variables, and its mathematical meaning is

$$R = \begin{bmatrix} r_{11} & r_{12} & \cdots & r_{1p} \\ r_{21} & r_{22} & \cdots & r_{2p} \\ \cdots & \cdots & \cdots & \cdots \\ r_{p1} & r_{p2} & \cdots & r_{pp} \end{bmatrix}.$$ (10)

Determining the number of principal components mainly depends on the following two indicators:

(i) Select the eigenvalues whose values are greater than 1
(ii) The other is that the cumulative contribution rate reaches 60%

Compared with the national key universities, there is still a gap, which is mainly shown as follows:

(i) First, there is a lack of overall planning, insufficient resource integration, limited resources of local universities, and insufficient investment.
(ii) Second, repeated construction. After the completion of the construction, the utilization rate of resources is low, and no one pays attention to some courses after the completion.
(iii) Third, the information platform is relatively backward and lacks interaction. It cannot be used across platforms.
(iv) Fourth, resource construction cannot realize co-construction and sharing, resource update speed is slow, and there are information islands.

Through the education cloud platform, online learning files, notes, comments, questionnaires, and so on can be set up to record students’ learning trends. It is helpful for teachers to carry out a formative evaluation in time; adjust and improve teaching plans in time according to the learning style of students, learning interests, learning motivations, and so on; and guide students to adjust learning strategies, improve teaching methods, enhance learning interests, and so on. The main business functions of this resource pool are the construction, management, sharing, publishing, and analysis of various resources. Mainly based on various resource information distributed and stored on the underlying servers, supported by Hadoop cluster storage technology, and by means of various technologies for obtaining teaching resources, the co-construction and sharing of teaching resources in universities and colleges are finally realized. The main functional modules of the system are registration and login, resource information, resource search, resource collection, resource recommendation, intelligent classroom, information release, monitoring statistics and analysis, and interactive communication. The overall functional module structure diagram of the cloud platform system is shown in Figure 2.
The main contents of the overall function module structure of the cloud platform system are as follows:

(a) Sign in
   This module mainly includes the functions of user registration, overall import of user information, user preference setting, user login, and others.

(b) Resource information
   This module is the core module of the resource database system. It is mainly the classified upload and management of various resources, and various users browse, download, and evaluate various resources on demand.

(c) Interactive communication
   This module includes an interactive forum to provide teachers and students with a place for learning, teaching, and discussing various disciplines. Campus e-mail provides campus e-mail services for all kinds of registered users to facilitate the communication and resource sharing between students and teachers, teachers and teachers, managers, and users. Instant messaging facilitates instant online communication between all kinds of registered users.

The school does not need to invest a lot of servers, managers, and software platforms to develop teaching resources. It only needs to buy the cloud service of the Internet and open an account. The school can have its own teaching resource database platform in a short time. What the school needs to do is to carry out resource construction, record courses, and make teaching courseware. The management and maintenance of the platform are the responsibility of a third-party company. At present, such platforms in China mainly include “World University City cloud platform,” “Local University Excellent Course Alliance,” “MOOC China,” “school online,” and other platforms. When constructing the connotation resources of the college English cloud platform, it is impossible to cover all aspects. It just includes the connotation points that are most closely related to the life and learning of students. In addition, on some important festivals, we can also rely on the cloud platform resource base and make some meaningful push to the English connotations resources of the cloud platform through new media channels, such as the WeChat official account, Yi Ban, official microblog, and so on. They are a generation growing up under the influence of world culture. They can see things with more sense of the times and are more interested in new things. If their views and ideas are applied to the construction of connotation resources of the college English cloud platform, they can make the connotation resources of our cloud platform more vitality, more sense of the times, and arouse the resonance and interest of students. We should carefully study the problems existing in English testing; make full use of modern testing means, namely mobile intelligent teaching cloud platform, to promote the diversification of English testing methods and types; and try to eliminate the adverse impact of testing on English teaching, to play a more favorable backwash effect on English teaching.

4. Realization of the Construction of University ELT Resource Library

In this section, the construction of the university ELT resource base based on a cloud platform and experimental results and analysis are explained. It will help portray the realization of the construction of the university ELT resource library. The explanation is as follows.

4.1. Building a University ELT Resource Base on a Cloud Platform

University ELT resource pool is the sum of the total of the teaching contents and teaching activities of a certain discipline. It is the reconstruction of traditional courses in the modern network information environment. It is the general name of the process and contents of the continuous interaction among teachers, learners, media teaching materials, and network learning environment. It is not only a process of imparting knowledge with the transmission of teaching content as the core but also a process of developing teaching activities with learners as the core. Young teachers are full of vigor and vitality. They grow up in the information age, can quickly understand and master modern information technology, and easily accept new things. Therefore, they will have more innovative and unique ideas about the construction of college English connotation resources on the cloud platform. Constructivist learning theory holds that the four elements of the learning environment are situation, cooperation, conversation, and meaning construction. The university ELT resource base based on a cloud platform should reflect these four elements, create teaching situations for users, provide a platform for collaborative learning and conversation communication, and become a cognitive tool for users to actively learn and explore independently. In order to ensure the security and reliability of university ELT resources and ensure the normal teaching, the resource pool is stored in the server for centralized management. Only audio-visual educators have the access to log in to the server. Similarly, the management has the authority to add or delete the teaching resource pool. In the interactive teaching area, the simultaneous online communication between teachers and students means real-time communication, and posts reviewed by teachers will show different states.

Teachers can also publish information in this area to arrange the course progress, and students’ learning experience and homework can also be published in this area so that teachers can track the learning status of students. When storing teaching materials on the server, different types of teaching materials are stored in different folders to facilitate the management, expansion, and use of the resource library. The method of sharing directories can be adopted to make each language laboratory share the teaching materials of the resource database on the server or make web pages and connect the server to the campus network. The teachers and students can access and share the resource database on the Internet. In addition, it is also necessary to back up the resource library, burn the teaching materials to the CD to prevent the system from crashing and data loss, and make a
detailed directory of digital teaching materials, to understand the purpose of various teaching materials and ensure that both teachers and students know how to find and use this material. However, old teachers are not as quick as young teachers in accepting new things their thinking is more conservative. They are experts and scholars with in-depth research in a certain field of English. They are knowledgeable and experienced and have a deeper understanding of English connotation teaching. The most important content and knowledge of their English learning platform is in the cloud. To carry out the construction of teaching resources, in addition to the early construction, we also need to strengthen the application of resources and strengthen the construction of infrastructure. It specifically includes the following:

(i) Basic network construction: upgrade the campus network to ensure that there is enough bandwidth to support large-scale online access
(ii) Build multimedia classrooms: ensure that teachers and students can easily use the teaching resources of the cloud platform in classroom teaching
(iii) Build a multifunctional recording and broadcasting room: provide a place for teachers and students to record online courses and provide a basic guarantee for the construction of video resources

4.2. Experimental Results and Analysis. This experiment adopts a five-grade scoring system. This is always the case. The statistical time division values from a to e are 1–5 points, respectively. Students are required to choose one of them according to their actual situation. A total of 20 questions are designed in the experiment, of which 1–7 questions are mainly to understand students’ awareness of curriculum resources and the development and utilization of English curriculum resources around them. The experimental results are shown in Table 1.

The comparison of the two experimental results shows that the school systematically develops and utilizes English curriculum resources and encourages students to participate in the practice. The awareness of students of English curriculum resources has been significantly improved, and they are more proactive in the development and utilization of English curriculum resources around them. Due to time constraints, teachers cannot give a very detailed explanation of language points in the class. Through the Internet, students can fully browse these language points. In this way, teachers no longer focus on explaining word usage and sentence structure in class but train the reading skills of students, excavate the deep meaning of the article, analyze the writing skills of the article, and comment on the exercises of students. This not only makes use of the advantages of English teaching resources but also preserves the essence of traditional classroom teaching.

This experiment is mainly about the understanding of all English teachers on English curriculum resources in questions 8–11, whether they have a scientific view of curriculum resources and awareness of the development and utilization of curriculum resources. The experimental results are shown in Table 2.

From Table 2, we can see that most English teachers have a better understanding and awareness of English
curriculum resources and a strong sense of development after a lot of practice in recent years. In this, 87.2% of English teachers "attach great importance to" or "pay more attention to" the development of English curriculum resources. However, some teachers still think that the subject of the development and utilization of English curriculum resources in schools is 9.2% or unclear. They do not realize that the development and utilization of curriculum resources should be dominated by all English teachers. As for the attitude towards the development and utilization of English curriculum resources, most English teachers choose “initiative” of 31.8% or “appropriate participation” of 54.4%. However, there are still four teachers who can avoid it, which is rather disappointing. It is unfavorable for the school to systematically develop and utilize English curriculum resources as a collective unit, and the cultivation of this awareness should be strengthened.

In order to understand the main ways of teachers’ development and utilization of English curriculum resources and the difficulties encountered in the process of development and utilization, this experiment makes three comparisons with questions 12–15 in the way of multiple topics. The experimental results are shown in Figures 3(a)–3(c).
From Figures 3(a)–3(c), it can be seen that the subjective difficulties encountered by the college English teachers in the process of developing and utilizing English curriculum resources are more reflected in their insufficient professional knowledge of 45.4% and meeting the existing resources of 36.3%. They are still more confident in their development awareness and ability. The objective difficulties are concentrated in the heavy teaching tasks and insufficient time and energy. It also reflects a very common problem, that is, under the current examination system and education system, the heavy teaching tasks make teachers careless and unable to develop and utilize curriculum resources, which has become an English teacher in our school. Even the biggest obstacle that all teachers encounter is the development and utilization of curriculum resources.

This experiment compares the views and effects of 16–20 teachers on the systematic development and utilization of English curriculum resources and the establishment and management of resource databases. The experimental results are shown in Figures 4(a) and 4(b).

It can be seen from Figures 4(a) and 4(b) that the data of questions 16–20 can reflect the vast majority of English teachers in the school. They have a positive attitude towards the school’s practice over the past few years, especially in the form of collective lesson preparation and collective development of curriculum resources. Language is inseparable from culture, and culture depends on language. English teaching must understand the culture of English-speaking countries, which has attracted great attention from English teaching circles in China. Cross-cultural communication has become an important research field in English teaching. Through the cultural resource database, students can learn about English food culture, costume culture, social culture, family culture, campus culture, religious culture, and others. It is considered that this form not only can save time and energy but also can promote students’ English learning. However, from the data, it can be seen that a certain proportion of teachers (9.2%) still fail to realize the benefits brought by the development and utilization of curriculum resources or prefer to develop English curriculum resources in their way (4.6%) in the past, which requires us to continue to implement the scientific concept of curriculum resources in the future work, further improve the existing development model of English curriculum resources.

5. Conclusions

In college English teaching and other teaching activities, the campus network has not been fully utilized. It reflects its due function and value. One believes that relying on the campus network based on a cloud platform, establishing a college English teaching resource database, and trying network teaching on this basis can cultivate college students’ comprehensive English application skills and learning strategies with high efficiency and quality and improve the foreign language level and humanistic quality of the students. As an individual teacher, one should think more and learn more. If not satisfied with the role of teachers, one should realize that teaching materials are not the only curriculum resources, and teachers are not the only carrier of curriculum resources. One needs to consciously develop and make use of the rich English curriculum resources around them. The subjective difficulties encountered by college English teachers in developing and utilizing English curriculum resources are more reflected in the lack of professional knowledge of 45.4% and the lack of existing resources of 36.3%. However, we still have more confidence in ourselves in developing awareness and ability. Construction methods can take many forms. The key is to promote an in-depth understanding of English in students, improve their English cultivation, and attract contemporary college students into English learners who understand English. The practice has proved that the construction and reform of a college English teaching resource database based on a cloud platform is the most effective method. One of the most effective means is the construction of teaching resources and courses. As a traditional major in universities, English major is also facing the need for reform and development. How to build an English major teaching system with local characteristics is a problem that every local university needs to think about.
Data Availability
All data relating to the publication of this work are included in the article.

Conflicts of Interest
The author declares that there are no conflicts of interest in the publication of this paper.

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