Research on the Teaching of SPOC-based Flipped Classroom of College English

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Abstract: With the changing demand for the talents of modern society, traditional classroom teaching has seriously hindered the improvement of college English education and the cultivation of student's comprehensive English quality. The SPOC (Small Private Online Course) combines the advantages of MOOC (Massive Open Online Courses) and real classroom, forming a new mixed teaching model, which is conducive to improving the quality of college English teaching. This paper analyses the characteristics of SPOC teaching model, and points out the construction strategies of SPOC-based college English flipped classroom teaching model, which can provide some references for the relevant researchers.

1. Introduction

In recent years, the reform of College English teaching in China has gradually achieved preliminary development results and promoted the overall improvement of the quality of College English teaching in China [1]. However, with the acceleration of the process of internationalization and the constant changes and adjustments of the demand for talents in our society, College English teaching has been appropriately reformed and explored, but it is still unable to meet the needs of social talents, which has a certain negative impact on the future development of talents. Therefore, in the context of the new era, it is necessary to adjust the college English teaching mode to promote the further improvement of the level of English talents training. In 2012, MOOC (Massive Open Online Courses) rose in the United States, and quickly gained the attention of educators all over the world. With the wide application of SPOC, some scholars and teachers gradually found some limitations: monotonous presentation, inadequate participation, lack of interaction, and no obvious improvement of teaching quality. MOOC has an incomparable gap. Professor Amando Fox, director of the Center for Online Educational Resources at the University of California, Berkeley, proposed the concept of Small Private Online Course (SPOC), which is the most significant link in traditional teaching, such as face-to-face teacher-student communication and Student-life communication. We propose SPOC in order to bring the potential of MOOC into full play, so that MOOC resources can be applied to a small-scale user group such as a single school or even a class. Simply speaking, it is a teaching solution that uses MOOC resources for small-scale and specific groups of people. Its basic form is to use MOOC's lecture video or online evaluation functions to assist classroom teaching in traditional campus classroom. The goal of SPOC is to realize the organic integration of MOOC and campus classroom teaching. SPOC highlights the limitation of the number of students and implements small-class teaching management. It has the characteristics of small-scale and intensive, so it is easy to manage students and design the learning content pertinently. SPOC combines traditional classroom teaching with assistant functions such as lecture videos and online evaluation to realize the reversal of classroom [2].

2. Connation of Flipped Classroom

The traditional classroom teaching method has been changed by flipping the classroom. Teachers let students learn video content before class and complete corresponding exercises. In the classroom, they concentrate mainly on the interaction between teachers and students through the interaction

between teachers and students. This method reverses the teaching and learning in class and absorbs and consolidates the teaching arrangement after class. The traditional teaching mode is limited by the classroom capacity, and the teaching of knowledge and skills almost occupies the whole classroom. It is difficult to improve interest, correct attitude, develop personality and cultivate ability by sending seeds to teachers. Compared with the traditional teaching mode, the flipped classroom builds a good learning environment by building an online virtual network teaching platform. It pays attention to the communication between teachers and students before, during and after class. Teachers no longer use full-class inculcation to achieve teaching, instead, problem-oriented targeted explanation, demonstration and various explorations to students. The organization and guidance of activities, students are no longer silent listeners, but participants in various learning activities. Inquiry, communication, practice and presentation of results become the main components of the classroom. Teachers and students realize the teaching and learning process in a harmonious atmosphere, which not only helps students master knowledge and skills, but also helps them internalize in depth. It is helpful to the cultivation of interest in learning and the improvement of their comprehensive energy, as well as the development of students' personality and the realization of teaching students in accordance with their aptitude. The flipped classroom is composed of online network teaching platform and actual classroom platform, which ultimately realizes the deep integration of information technology and teaching process. The network teaching facilities in Colleges and universities in China are gradually complete, which provides strong support for the implementation of the flipped classroom teaching model.

3. Features of SPOC Teaching Model

3.1 Relieve Classroom Teaching Stress.

SPOC clearly controls the size of students on the basis of the selected courses and adds restrictive access conditions, which will help ease the pressure brought by the capacity of College English classroom teaching. Setting up the capacity of a SPOC flipped classroom, students of different classes can be divided into classes of the same level according to the target level. The theme learning goal of each class is the same. Students choose different paths and times to reach the goal according to their own foundation, ability and requirement. Students with higher ability can reach the goal. The time is shorter, but vice versa. Classroom is no longer the main field of knowledge imparting, but should be returned to the learning subject, focusing on the development of comprehensive English language application ability, providing students with practical opportunities for language application ability, and guiding them to establish offline language practice communities. The emergence of SPOC makes up for a series of shortcomings, such as the high dropout rate of MOOC, the single teaching method, the fixed learning method and the lack of interaction between teachers and students. SPOC reverses the classroom teaching mode, breaking the traditional solidified teaching mode, making students no longer subject to the limitations of time and space, making full use of intelligent learning, mobile learning, ubiquitous learning, personalized learning, and presenting knowledge in the form of multimedia, deepening student's internalization of knowledge [3].

3.2 Increase Autonomous Learning Time.

Reducing teaching time in class and leaving more learning time for students is another core feature of SPOC flipped classroom [4]. College English is a practical course. Students need a lot of practical exercises. However, there are some problems in public English, such as insufficient class hours and limited classroom teaching resources. It is not enough to rely solely on teacher's practice and school-based materials in class. College English SPOC flipped classroom transfers the knowledge teaching which takes up a lot of classroom time and space to SPOC platform, and presents the resources in the form of "micro-lesson video", so that students can learn independently and master the target language knowledge at their own pace according to their individual needs. According to their own learning efficiency, learners can take part in online group discussion and real classroom

discussion while learning by means of fast-forward, playback, repetition and other methods. Students can also prolong training time appropriately according to actual needs in order to achieve better learning results. College English SPOC flips over the classroom model, eliminating the dualistic opposition formed by a large number of explanations by traditional classroom teachers and passive acceptance by students, making effective learning the key point of classroom teaching, and connecting teaching with learning and its subject. We deconstruct the elements and connotations of traditional classroom teaching, analyze the elements supporting effective learning, and restructure the elements in order to change the traditional classroom teaching structure.

3.3 Provide Real Application Scenarios.

The micro-tasks and large projects based on SPOC theme and content in College English flipped classroom provide real application situations for language learning. In the process of completing large projects, students experience the process of solving problems in real social application context, the strength of team practice and the sense of achievement of comprehensive application language. They gradually construct their own English application ability in the process of application. At the same time, it can attract more students' participation and enhance their learning motivation. Due to the lack of effective record, supervision, measurement and evaluation of English learning process and results in traditional classroom teaching, especially in the face of large class students, how to ensure that every student can complete their homework meticulously and how to ensure that homework can promote learning is a difficult problem to solve. There is little connection between the lecture content and the content of the assignment. Moreover, there is too little time and space for students to show in class, which greatly reduces the chances of learning for practical use. Effective learning is difficult to implement SPOC flipped classroom teaching in college English, which deconstructs the binary opposition formed under the traditional classroom teaching mode. Teachers around the theme, task-driven, project-driven connectivity, online self-learning and off-line community practice, so that classroom teaching and extra-curricular learning form an effective unity.

4. Teaching Model of Flipped Classroom of College English Based on SPOC

4.1 Platform Construction.

In recent years, many colleges and universities in China insist on the implementation of space teaching based on cloud education platform. Currently, curriculum teachers in colleges throughout the country have built their own teaching space, and space teaching in the course of teaching has achieved remarkable results. At a higher level, the construction of college English SPOC teaching platform can rely on the network platform to develop school-based SPOC teaching platform based on MOOC concept, construct the operating environment and functional framework of SPOC teaching platform from the technical level, and apply core functions such as "micro-curriculum construction, resource mapping, test evaluation, learning behavior management". In order to give full play to the characteristics of SPOC, enrich classroom teaching forms, improve the construction of micro-curriculum teaching resources, and further optimize the teaching effect, curriculum teachers can directly add restrictive curriculum access conditions on the basis of the platform, control the size of students, increase small-class management and group learning. Learning and other functions, in the form of small-scale teaching organizations to add platform learning analysis content, such as student performance, learning behavior tracking, students register according to teacher's requirements, log on to the SPOC central platform and select courses, browse learning resources, self-determined learning time, schedule and way to watch SPOC micro-video, teachers according to platform data analysis. Interact with students in depth. The construction of SPOC teaching platform based on educational cloud platform provides a powerful technical guarantee for the smooth development of College English curriculum reform. SPOC flipped classroom is based on cloud learning environment and virtual classroom of MOOC platform. It constructs a small-scale online course to break the boundaries of time and space, realize a space of sharing, opening, collaboration

and communication, and meet the individualized needs of students in learning English.

4.2 Online Learning.

Traditional College English teaching is confined to physical classrooms, where new lessons are introduced, knowledge is explained, assignments are arranged, and homework exercises are completed after classes, using the teaching process of "teaching before coaching". This teaching mode greatly restricts the development of students' personality and teachers' innovative ability. In addition, in traditional teaching, information-based teaching means and digital teaching resources are only supplementary and supplementary to classroom teaching, which cannot fully reflect the real value of modern information-based education means in college campus education. College English teaching integrates face-to-face classroom teaching mode with SPOC online learning mode, changes teaching structure and reverses classroom teaching. Online learning is mainly to realize knowledge recognition. The main processes of student's learning are: viewing tasks, video learning, task operation, homework submission, online discussion. This link includes online teaching and online learning. Online teaching and learning refer to the teacher will carefully be designed micro-videos, learning resources, learning content, homework, exercises, tests and other publications on the Internet, and timely inform students. Presenting visualized and interesting English learning content to students, students can learn the content of the course independently and extensively, let students become the main body of learning, and cultivate their awareness of self-learning. Through the discussion area of SPOC platform to answer questions and puzzles online for students, the evaluation area and feedback area to monitor learning and understand its learning effect. Online learning means that students can break through the boundaries of time and space, use various mobile terminals at different times and locations for autonomous learning, self-detection, feedback and peer review. Students can monitor their own learning volume and understand their own knowledge level. In the process of learning or after the end of learning, students can discuss with teachers or other students through SPOC forums, micro-blogs, social networking sites and other communication platforms.

4.3 Face-to-Face Teaching.

The main process of classroom face-to-face teaching is to internalize knowledge, including homework comment, task-driven, practice, induction and summary, and answer questions and puzzles. It includes student's achievement display, exchange and discussion, knowledge internalization and feedback evaluation; in classroom teaching, teachers first comment on pre-class homework, explain the key points and difficulties of homework, so that students who listen with questions can more easily absorb internalized knowledge, and their practical ability can be exercised, so as to mention. It has improved the practical ability of English. Then teachers assign new tasks, and students discuss and interact with each other to solve the problems of knowledge points existing in students around the designed thematic tasks. After class, teachers can encourage students to participate in the speech, oral, writing and translation competitions and English corner activities organized by teachers, promote the interaction between students, create an English learning atmosphere, make students immerse themselves in the situation, improve the ability of using language, achieve the goal of internalization of language knowledge, and thus sublimate knowledge. Understand the overall situation of student's pre-class video learning, and classify and sort out the difficult problem teachers' learning process records and statistical analysis functions through SPOC platform. Give appropriate allocation for typical problems, and then arrange expansion projects for pre-class preparation. According to the professional background, students are grouped and trained in groups. In the process of training, students can solve problems through independent thinking, mutual exchange and joint discussion, and also can communicate with teachers. For common problems, teachers can unite and demonstrate in groups or classes.

5. Conclusion

The construction of SPOC flipped classroom in college English is the organic combination of

online education and traditional classroom. It has great vitality in deconstructing traditional classroom teaching and reconstructing college English classroom teaching. It can promote the deep integration of modern information technology and foreign language teaching. It has important practical significance in promoting college English teaching reform. Although the development of SPOC is still in its infancy, there are still many immaturities, the college English flipped classroom based on SPOC has a bright future.

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