Online + Offline Hybrid Teaching Model of College English Based on SPOC

Wang Ting

City College, Wuhan University of Science and Technology, Wuhan, 430083, China

Email: 402906389@qq.com

Keywords: SPOC; College English; Online + Offline; Hybrid Teaching Model

Abstract: In order to achieve the organic unity of classroom teaching and extracurricular learning of College English, this paper attempts to construct a hybrid teaching model based on SPOC, which integrates online self-learning, offline cooperative learning and mobile ubiquitous learning by providing online curriculum resources of SPOC, with theme, task and program as the driving force. By combining learning resources, learning environment and learning methods, and creating an interactive and all-round language input environment, this teaching model enables students to get rid of a single way of language knowledge input, and strengthens their language use in the process of tasks, thus students' comprehensive application ability of English can be improved.

1. Introduction

Armando Fox, program leader of the MOOC (Massive Open Online Course) Laboratory at University of California Berkeley, integrated the resources of MOOC to apply to small-scale students and put forward the concept of SPOC (Small Private Online Course) in 2013. [1] Professor Fox believes that SPOC makes use of MOOC's advantages of obtaining high-quality teaching content and giving feedback to students quickly through automatic scoring system, so that the organic integration of MOOC and classroom teaching can be organically combined.

2. Basis and principles

2.1 Theoretical and technical basis

Supported by the cloud learning environment, data analysis, virtual classroom and social media functions of MOOC, SPOC serves small-scale specific groups by adding restrictive course access conditions.[2] The resource development methods are more flexible and diversified, such as introduction, self-construction and transformation. The digital teaching resources platform adopts corpus-driven technology to realize intelligent feedback and open teaching resources. [3]Therefore, SPOC and digital teaching resources platform not only makes full use of various forms of multimedia resources in MOOC, but also maximizes the effect of resource utilization.

2.2 Hybrid learning

Hybrid learning theory is the theoretical basis for constructing a SPOC-based hybrid teaching model of College English.[4] It is a mixture of various teaching theories such as constructivism, cognitivism and constructivism, a mixture of multiple learning processes based on Web technologies such as virtual classroom, collaborative learning, streaming media and text, and a mixture of face-to-face teaching and teaching techniques such as video, Internet, movies and E-Learning.[5] First appeared in 1999, the term "hybrid learning" was given no uniform definition at the beginning. With the development of modern information technology, its definition has been constantly changing. Until 2006, Professors Bonk and Graham proposed a more specific definition of hybrid learning, i.e., the blending of face-to-face teaching and computer-assisted online learning. Professor He Kekang, who first defined hybrid learning in China, believes that "hybrid learning is to combine the advantages of traditional learning with those of E-Learning." Professor Huang Ronghuai believes that hybrid teaching strategies are "usually based on virtual learning

environment and support content delivery of online learning through computer-based standard learning system in order to promote online communication between teachers and students". According to the definition of scholars at home and abroad, hybrid learning refers to a strategy that integrates different learning theories, technologies, means, and different application modes to implement teaching. By integrating the advantages of online and offline learning, teachers can help students learn more actively and effectively.

2.3 Principles of Model Construction

Hybrid learning combines virtual community with class in reality. Teachers create online and offline English learning environment and encourage cooperative learning the to jointly achieve construction of generative resources, so that learners are able to construct English knowledge. The micro-lessons in SPOC can be recorded and designed by English teachers themselves, which stimulates their enthusiasm for innovation of teaching. Students' independent and collaborative learning style with exploration and communication are conducive to establishing an equal and harmonious learning atmosphere, stimulating learning potential and realizing individualized English teaching. From a systematic point of view, teaching is an integrated process of preparation, implementation, evaluation and modification, and pursuits overall optimization. The construction of the new flipped teaching model is composed of teaching objectives, teaching methods, teaching media, teaching equipment, teachers' team, class size, experimental staffs and teaching environment in real-time and virtual classes. The elements cooperate and interact with each other, and through continuous feedback and revision, the overall optimization of teaching process can be achieved.

3. The construction of online + offline hybrid teaching model of College English based on SPOC
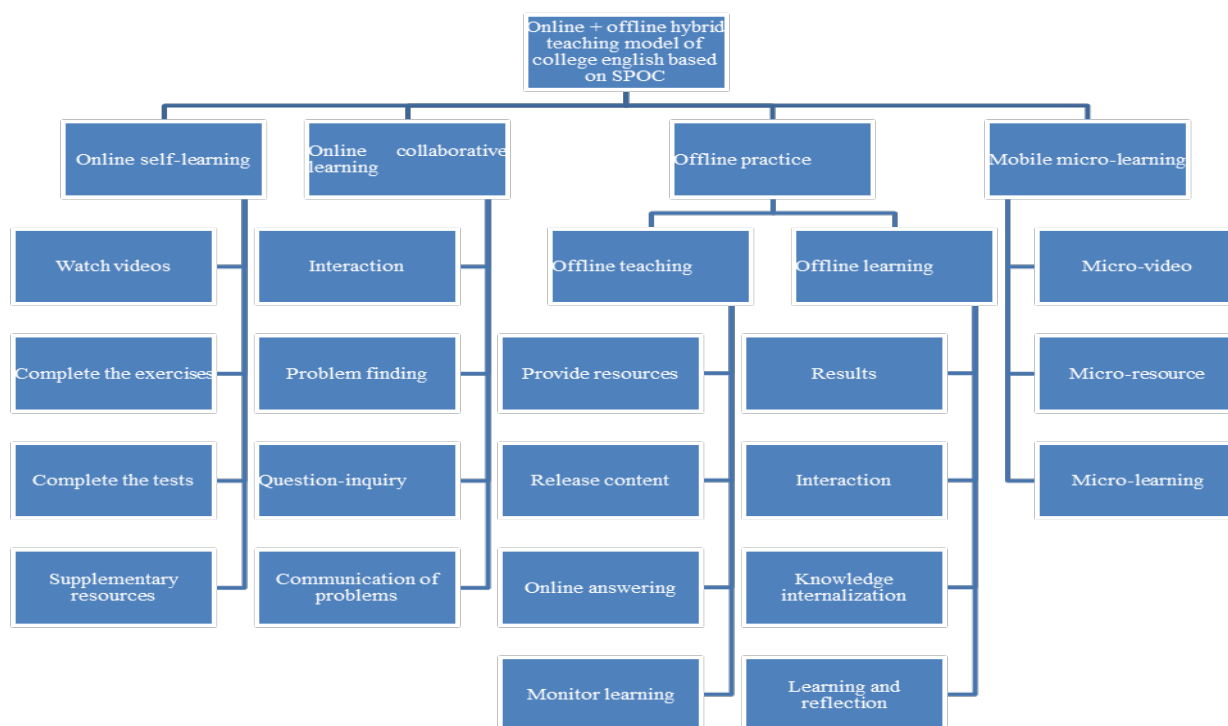

Fig. 1 Construction of an online + offline hybrid College English teaching model based on SPOC

In the information age, the reform of classroom teaching should not only focus on technology. Information technology should be integrated into classroom teaching and make it an organic part of classroom teaching in the purpose of improving classroom teaching and promoting effective

learning. Based on SPOC, the online + offline hybrid teaching model of College English integrates four parts: online self-learning, online collaborative learning, offline practice and mobile micro-learning, which create conditions and environment for effective and in-depth learning of College English (as shown in Fig. 1).

Students to acquire language knowledge before class through online self-learning and online collaborative learning which are the prerequisite for off-line practice. Off-line practice includes off-line teaching and off-line learning to facilitate the internalization of language knowledge and improvement of language skills. "Mobile Micro-learning" regularly pushes to students micro-resources of English learning, course learning notification and reminder, micro-exercises of English skills, and students' learning results, which are highly related to online self-learning and online collaborative learning as well as off-line practice.

3.1 Online self-learning

Online self-learning mainly includes video courseware resources, unit assignments, unit tests and supplementary resources. Among them, video courseware resources are multi-modal, visual and interactive online presentation of the teaching content (including language cultural knowledge and language skills) in traditional classroom teaching. It is neither a simple linear presentation of traditional classroom teaching process nor a simple digital transformation of paper textbooks, but a micro-course video resource (1-20 minutes) with clear teaching objectives, teaching content and teaching interaction, recorded with scientific design and elaborate processing. Students conduct online self-learning before they participate in small classroom learning. It prepares language knowledge and skills for students to participate in language application activities in small class. Online self-learning get rid of the restriction of time and space of classroom teaching, helps teachers change their roles, returns classroom to the learning subject, and makes students the leading role of foreign language classroom. At the same time, online autonomous learning also provides "self-adaptive" and "self-paced" learning time and space for students with different learning styles and abilities to achieve the same teaching goal, which enables them to watch course videos and complete course exercises, course assignments and course tests according to their learning needs.

3.2 Online collaborative learning

Online collaborative learning mainly utilizes the discussion function of online course platform to construct an online learning community for students. Online learning community consists of three groups, including students, teaching assistants and teachers. The main function of online collaborative learning is to "escort" students' online self-learning. Specifically, in the process of online self-learning, no matter when watching the course video, or completing the course exercises and assignments, students' can post help in the discussion area whenever they encounter any problems. They can ask questions from teachers or wait for the answers from their peers or teaching assistants. In addition to answering questions, online collaborative learning also provides students with interactive and collaborative space and time for resource sharing and information exchange, effectively solving the problem of isolation caused by online self-learning.

3.3 Offline practice

The off-line practice in the hybrid online + offline college English teaching model based on SPOC consists of two parts, namely "offline teaching" and "offline learning" language community practice. Interaction and negotiation in and out of class practice provide students with a practical English communicative environment, and offer opportunities for students to experience "accomplishing things by writing and speaking". Offline practice promotes the internalization of language knowledge. Through various group tasks and team projects, students are encouraged to use the input of language knowledge acquired by online self-learning and collaborative learning in the process of completing tasks and projects, and internalize the input in the process of output. In this model, activities in small classes mainly include assignments/projects, knowledge internalization (analysis of key and difficult points), micro-tasks, integrated language application (group presentation, debate, discussion, etc.). Extracurricular activities mainly include project

practice (problem solving), knowledge internalization, speaking and comprehensive application (intra-group and inter-group cooperation).

3.3.1 Offline Teaching

Teachers divide college experiential English into six different topics by using the theme-driven and task-driven approach. According to the teaching requirements of each stage, they analyze learners' characteristics, teaching key points and difficulties, refine teaching objectives, and design the overall English teaching. Through different ways, micro-classes are made according to the key and difficult points involved in different topics, and the content of micro-classes is required to have distinct theme, original introduction, clear clues, and fast ending. There are two types of micro-lesson production: one is topic introduction and summary, in which the teacher are included in the video (selecting award-winning College English teachers in teaching contests); the other is word expansion, analysis of difficult sentences, text explanation, cultural comparison and appreciation which adopt screen recording. To help students master knowledge nodes and prepare for the knowledge networks, relevant teaching aids are compiled and shared to learners through digital teaching resources platform. According to their practice, test and feedbacks, teachers give guidance and help to students whose learning effect is not good after class. In class, students are divided into different discussion groups with 3-5 students as units. Teachers assign learning tasks, and students solve problems through group cooperation and discussion, and report the results to achieve knowledge internalization. Teachers regularly communicate with group leaders to investigate students' adaptation to the new model, in order to provide individualized teaching services for students and adjust teaching contents and methods in time. According to the students' personal narrative, learning report, achievement exchange, self-evaluation and group evaluation in class, teachers give feedback and evaluation to the learning achievement and effect, and record the comprehensive evaluation into the learners' electronic learning files to form a English learning record, so as to help learners quickly discovering learning problems and stimulate their enthusiasm for learning.

3.3.2 Offline learning

Students are encouraged to participate in teacher-organized recitation competitions, speech contests and mini salons and forums to promote interaction between students and create an English learning environment. Through personal sharing, learning report, achievement display, self-evaluation, group evaluation, teacher evaluation and other activities, the ability of language expression and innovative thinking can be improved, and knowledge internalization can be realized. At the same time, students are required to write weekly English learning reflection to further figure out learning problems and understand their learning characteristics and styles.

4. Conclusion

Compared with the traditional English classroom teaching, the online + offline hybrid teaching model of College English based on SPOC has changed the one-size-fits-all collective teaching model to suit for different students' English learning styles and habits, showing the characteristics of humanization and individualization. The model not only avoids "duck-stuffing" type of teaching and boring teaching content, but also refrains from the teaching error of entertainment. Instead, it combines the seriousness, rigor of teaching knowledge with the liveliness and vividness of teaching form, and completes the more effective internalization and consolidation of knowledge, which is conducive to greatly improving the comprehensive performance and learning effect of college students, increasing their interests in learning, and promoting communication and understanding between teachers and students. Teaching has gained new vitality again. The model completely overthrows the role of teachers and students in the traditional model, avoids a lot of repetitive work of teachers, makes teachers innovators in teaching, and helps students maximize the use of information resources and improve learning effect.

References

[1] Aims and Aids in Learning and Teaching. Elliott A V P. ELT Journal. 1974

[2] Some practical tips for more effective teaching [J]. Polly Gerber Zimmermann. Journal of Emergency Nursing. 2003 (3)

[3] An analysis of high impact scholarship and publication trends in blended learning [J]. LisaR. Halverson, CharlesR. Graham, KristianJ. Spring, JefferyS. Drysdale. Distance Education. 2012 (3)

[4] Mestre-Mestre. Procedia - Social and Behavioral Sciences. 2015

[5] College English Teaching Methodology and Language Planning: A Pilot Study in Hefei, China[J] . Jie Yang,Chee Keong Yuen. Procedia - Social and Behavioral Sciences . 2014