

The Feasibility Study of Blended English Teaching Based on SPOC

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Abstract—Since "SPOC" was introduced in 2013 by the American University of California, it had become a totally new teaching mode combining information era with new teaching resources. The online "small private online course" has brought a revolution on the content and form as well. The paper, through the teaching practice of military English in college of information and communication for one semester, applies a new "SPOC" teaching mode of English and explores a further combination of SPOC plus mobile media intelligent teaching tools. It is aiming to provide a reference for the later English teaching SPOC mode in military academies.

Keywords—SPOC; blended learning; military English

I. INTRODUCTION

In the 21st century, when subject education in colleges and universities in China pays more attention to students' individuation, it seems a little out of place for college English, as an important public course, to continue to pursue non-discriminatory teaching.

Although the reform of college English teaching has been carried out since 2003, it has achieved good results. The concrete teaching practice also starts to try the new model of college English teaching based on computer and classroom. At the end of the course, formative assessment and summative assessment were introduced instead of the single mode of written examination.

However, college English teaching is still faced with various criticisms of outdated teaching forms and poor teaching effects. In particular, non-commissioned colleges are also suffering from the repeated reduction of face-to-face English classes, which makes the problem more prominent. Domestic education has reached a consensus that it is difficult to fully stimulate students' learning interest and motivation-based Students' limited learning time in English class is not only difficult to achieve teaching objectives, but also greatly suppress students' learning initiative; the comprehensive application ability of English is still difficult

to improve. However, there have been various opinions on how to make effective use of the limited classroom and extend it in space and time.

Chinese teachers once showed great enthusiasm for MOOC, hoping to inject vitality into English teaching. However, practice has proved that this teaching mode may not be suitable for the vast number of English learners in China. The click rate of students in online courses is very low, and students and teachers do not make good use of this resource, resulting in a waste of resources. Especially for the non-commissioned officer students with relatively poor English basis, their learning effect is even more negligible without effective supervision. Therefore, without a thorough reform of the teaching mode, the English teaching of non-commissioned officers is difficult.

II. SPOC THEORY

In 2013, Armando Fox at the university of California proposed the theory of small online course based on the classroom teaching supplement, regarding it can be devoted to develop blended learning mode [1], which is a specific teaching objectives and teaching content in view of the small specific implementation of the integration of online learning and offline classroom learning new blended learning model. Chinese educators have also begun to explore this new way of presenting new teaching resources in the information age, namely "online classroom" and the emerging "flipped classroom" teaching model. SPOC as an emerging model of blended learning, which is not only a mixed model of online learning and face-to-face learning that reduces costs and improves benefits, but also a deeper mix of different teaching media, mixing classroom teaching with virtual classrooms or virtual communities. In the traditional classroom, the organic combination of online theoretical learning and offline operation, independent writing and inquiry learning is introduced, which brings totally different learning experience to students.

At present, a large number of SPOC theories and teaching practices have been carried out abroad[2], for example the software engineering program at the university of California, Berkeley, Copyright law in Harvard law school's course, Python computer programming language course in MIT and so on. China has also launched SPOC teaching activities pilot, such as the first university physics program SPOC courses in Tsinghua University, circuit theory course of Nanjing University, C language programming courses in Zhejiang University. Xuetang online has also created SPOC platform for English courses, However, these SPOC teaching practices are only widely used in well-known universities and to mainly engineering courses, there are few practical English teaching activities for non-commissioned officers. Therefore, based on the above considerations, the author tries to carry out practical exploration on the application of SPOC in the teaching of military English.

III. THE SPOC TEACHING DESIGN OF NON-COMMISSIONED OFFICERS

There are three outstanding problems to be solved in the English teaching of non-commissioned officers:

- As a public course, petty officer English has a large number of students and different levels of English foundation. Traditional face-to-face courses cannot be taught in accordance with students' aptitude and lack of personalized learning guidance and learning experience.
- Due to the long-term acceptance of test-oriented teaching that distorts the nature of language and the failure to make progress, non-commissioned officers and students are generally tired of learning. Without effective teaching supervision, students have little motivation to learn. However, blindly strengthening supervision is bound to intensify students' tired of learning, which requires a relaxing supervision means and incentive.
- Classroom teaching is completely separated from extracurricular learning, and learning and application are disjointed, which is not only the reason for students' lack of academic motivation, but also the most fundamental problem to be solved in the English teaching of non-commissioned officers.

In order to solve the above problems, the author took 35 students (18 boys and 17 girls) majoring in communication engineering maintenance in the experimental training base of the college of information and communication as the research object, and carried out SPOC mixed teaching mode practice of English course for petty officer for one semester. Petty officer English is the course of the second semester of the first year in the experimental training base. The English foundation is all derived from the knowledge of junior and senior high school, and the general ability is poor. Six SPOC mixed teaching practices were carried out in the chapters like military courtesy, fearless warrior, recruit training, military academies, radio communications and PLA Today in

military English. The following is an example of military courtesy to introduce the application and specific steps of SPOC in the English teaching of 18 communication engineering maintenance major in the experimental training base.

A. Online Pre-class Teaching Activities

Considering The sergeant students' learning initiative in low, the author records two weeks in advance of "The origin of hand salutes" English lesson videos and network selection of supporting Chinese WeChat group of video resources to students, students learn on a mobile phone and watched video content online before class, and discuss grouping by answering "what's the differences of salutes between countries?" "Brainstorm" "How to salute?" etc. Through this way, the students complete online preview and finish independent learning before class in the form of voting and mutual evaluation. The blue ink cloud class software has the option of experience value when pushing each discussion and question solution. Students can only get the corresponding experience value when they finish the discussion and watch video. Teachers can check the time consumption of students' preparation work in the background, which greatly facilitates the teaching supervision of students and provides data support for the process assessment of the course afterwards.

B. Offline Classroom Teaching Activities

In the course, the author adopted the intelligent teaching tool developed by the online school of rain classroom and the online education office of Tsinghua University [3]. Students scan the QR code on their mobile phones to enter the designated class. Students in the class receive the teacher's teaching PPT synchronously on their mobile phones. They can click "don't understand" on a specific PPT page at any time. At the same time, on the basis of the previous brainstorming discussion, the author started the classroom bullet-screen interaction in the rain class when explaining the relationship between knight and hand salutes. As the students consulted the dictionary when answering the brainstorm questions online before class, they had a certain accumulation of words and referred to the answers of other students' discussion before class. Therefore, the acceptance of English words related to graphics popping up on the big screen of PPT is much better than simply listing words. The result of memorizing after class shows that the score of memorizing related words in the previous chapter is improved by 7.6%.

The author pushes the exercises to students' mobile phones in class. After all the answers are completed, students can see the correct answers.

C. Practice Consolidation Activities Online After Class

After class, the author pushed the after-class exercise through the rain class, and asked the students to make an introduction in the form of composition on the origin of salutation. Through the introduction of English, linking the students learn and use. At the same time, the teacher made online correction, so that students can know the spelling,

phrase collocation, sentence coherence and other mistakes in their compositions timely through feedback. Thanks to the automatic grading system, which allows multiple submissions, students can improve their English skills by correcting errors in a timely manner.

IV. TEACHING REFLECTION

After a semester of "SPOC + rain classroom" English teaching mode for petty officer, the author has the following reflections:

A. Advantages of SPOC in the English Teaching

For teachers, SPOC mode allows English teachers to not only impart language knowledge, but also be the leader of English learning. Teachers are no longer just standing on the platform to "authoritative" teaching, but participate in and guide students to learn. Teachers can before class based on their own teaching material content filtering integrating the existing teaching resources, can also selectively recording your own books related micro video class, complete the basic theory of class or background knowledge, a professor at the classroom, as a teacher more just answer the question in the learning process of students, through the discussion and cooperation practice to supervise and examine the student's learning effect, although before class may need to spend a lot of time and energy, but once the systematic, will greatly mobilize the enthusiasm and initiative of the teachers. In particular, teachers can avoid numerous activities of student behavior management and pay more attention to improving teaching quality through the recording and automatic scoring of student activities in the background of intelligent tools. In particular, teachers can conduct secondary processing of teaching resources according to students' different learning activities, which is more conducive to the development of personalized teaching in the future.

For students, in the early stage of teaching, they changed from passive preview or not preview to willing preview, and improved their critical thinking and cooperation ability through discussion activities [4]. Instead of learning English purely for the sake of English, students should really change from rejecting indoctrination learning to accepting and willing to improve the ability of using English in the process of inquiry. During the voting discussion, the students had a heated discussion.

Learning activities in class also had the very big change, the students have real feeling of the interactive language learning and fun, students from boring to listen to the teacher really free teaching theory knowledge, class activities to practice summary is complementary to the online discussion before class, teachers students discuss barrage, instant problem solving, language application activity is given priority to, all the points around the text on packaging in carrying on the effective learning.

After class, mobile phone push exercise and network homework feedback, so that students are no longer limited by the limited classroom teaching time, and the extension of English learning to after-class. Each student can learn about

his/her mastery of the key points in class through the mobile phone after class, and at the same time, under the supervision and supervision, stimulate their internal learning motivation, through practical business practice, and finally complete the consolidation of the key points.

B. Disadvantages of SPOC in Teaching Practices

SPOC still has a long way to go before it can be applied to English teaching. Various intelligent teaching tools also have their own advantages and disadvantages. Through this teaching practice comparison, the author found that the rain class and the blue ink cloud class software are similar, both pay attention to the teaching experience of mobile phone, but they have their own advantages. Students can discuss a specific topic assigned by the teacher in the blue magic cloud class, or interact with other students during the discussion. Teachers can monitor students' active participation through background data, which is also the reason why the author previews the blue magic cloud before class.

However, the blue magic cloud class requires great cooperation from students. Software is downloaded from the mobile phone, and virtual appliances are also downloaded from the teacher's computer to better carry out teaching activities. Meanwhile, the teaching data acquired by teachers before class can only be fed back to students through screenshots, and cannot be directly pushed to the mobile phone of students. Rain classroom is just the opposite, it lacks the function of student interaction and discussion, students can only interact through the classroom teaching to achieve the bullet screen, and the advantage is that teachers and students do not need to download any software, teachers can push all the content through WeChat ID and PPT, students only need to scan the code to learn. This is the reason why the author chooses rain classroom as the teaching tool.

V. CONCLUSION

"SPOC + intelligent teaching tool" mode has achieved good results in the petty officer English teaching, the new teaching mode allows students and teachers have a new experience, students get rid of the boring single classroom theory teaching mode, teachers can better guide students to effectively learn with the help of intelligent teaching management. At the same time, students and teachers are also facing great challenges. Teachers need to re-learn how to use intelligent tools to assist classroom teaching, and students need to have higher independent learning ability. "SPOC + intelligent teaching tools" is an indispensable means to realize personalized teaching in foreign language classroom teaching in the future.

Of course, there are still some shortcomings in this study. For example, the research lasted only one semester. Due to the introduction of too many teaching tools in SPOC teaching practice, students have a certain feeling of increasing the burden.

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