



Research on SPOC Blended Teaching Mode of Higher Vocational English Based on “Output-Oriented Method”

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Abstract. The teaching process of output-oriented method “drive-promote-evaluate” embodies the advanced concept of “integration of learning and application”, and effectively solves the disadvantages of “separation of learning and application”. Therefore, teachers should pay attention to the SPOC mixed teaching mode, and do a good job in the research of POA teaching mode through data such as teacher evaluation accounting for 80% of the total output score and student evaluation accounting for 20% of the output score.

Keywords: output import method · English in higher vocational education · SPOC mixed teaching mode · study

1 Introduction

Today, with the continuous development of science and technology, education has ushered in the era of educational informatization. As far as higher vocational education is concerned, in order to ensure its healthy development and promote higher vocational teaching reform, relevant policies encourage higher vocational colleges to change their traditional teaching methods. While improving the teaching quality, they will constantly innovate their teaching ideas and teaching methods. Thereby effectively exerting students’ subjective initiative and learning enthusiasm. The change of English teaching concept in higher vocational colleges has gradually brought certain educational challenges to higher vocational colleges. How to effectively improve the teaching effect and change students’ “slave-like” learning attitude has become an important aspect in current English teaching in higher vocational colleges.

2 The Output-Oriented Method

Output-oriented method, also known as POA, is a brand-new teaching concept in the information age of education, which includes the theory of “learning-centered”, “integration of learning and application” and “whole-person education”. The main idea is

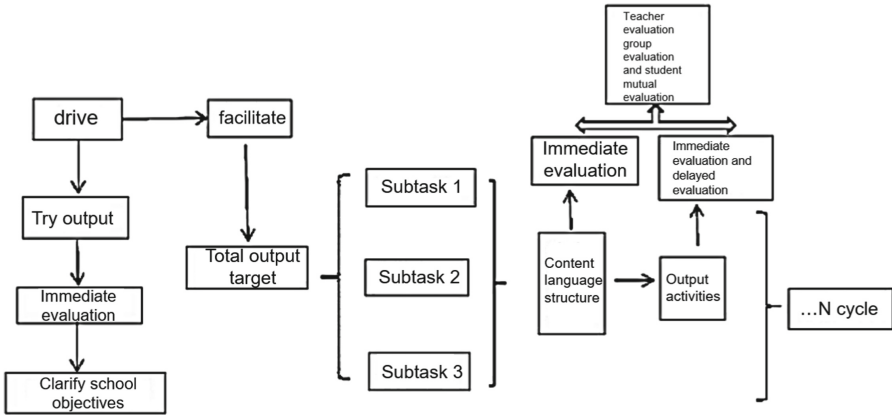


Fig. 1. The teaching flow chart

that all activities of teachers in the classroom should serve the current students’ learning, combine what they have learned with their practical use, and effectively promote students’ comprehensive use and understanding of English knowledge.

Output-oriented method pays more attention to the output and input of teaching effect in the teaching process, which mainly includes three aspects: output-driven, input-driven and selective learning. The output mentioned here is the driving force of students’ learning, while the input is that teachers provide certain learning materials for students in the teaching process, helping students to understand their own learning knowledge and structure, and at the same time enhancing students’ learning interest, ensuring that students can improve their own learning efficiency [1]. Generally speaking, the output-oriented method adheres to the teaching principle of “output-oriented, integration of learning and application” to a certain extent, and ensures that students can improve their learning efficiency in the process of continuous attraction and guidance. Each of these tasks is based on the cultivation of students’ English knowledge and ability. While teachers provide students with learning materials, they can ensure that students can continuously complete phased learning tasks, and promote students to use their creative ability and comprehensive English thinking, so as to solve related problems and improve their abilities (Fig. 1).

3 The Significance of SPOC Blended Teaching Mode in Higher Vocational English Teaching

3.1 Change the Simplification of Traditional Teaching Mode

In the traditional teaching mode, teachers often talk about the class hours because of their different traditional teaching ideas and emphasis, and most of them teach with single knowledge points such as vocabulary and words. The interaction between teachers and students and students and students in class is very lacking. To solve this problem, the blended teaching mode will change it, and combine the advantages of the current Internet

technology with those of the traditional teaching mode [2]. At the same time, after class, we actively organize second-class teaching activities for students. Through English competitions, English speech competitions, reading competitions and other related activities, we can fully improve students' English level and learning enthusiasm, realize the exertion of students' subjective initiative, and provide a certain guarantee for the improvement of students' English problem-solving ability. In addition, in the autonomous learning class of the third student after class, students can usually combine the advantages of Internet technology to sort out and learn the fragmented knowledge. SPOC mixed teaching mode effectively connects the first, second and third classes, which changes the traditional teaching idea of teachers and the single teaching mode. It is an important way to ensure the good development and learning of students' ability and knowledge.

3.2 Solving the Problem of “One Size Fits All” in Traditional Teaching

In higher vocational colleges, there are some differences among students, especially their English level. Most English classes in higher vocational colleges are held in large classes. Traditional classroom activities in higher vocational colleges are interaction between students and excellence. For other students, they are just spectators in the classroom, which has certain defects in the sense of participation in the classroom [3]. However, in the hybrid teaching mode of output-oriented method, teaching activities will adhere to the student-centered principle and design diversified learning requirements for students on the basis of their actual situation. Output-oriented approach pays more attention to teaching students in accordance with their aptitude, so that students can get a sense of achievement in English learning under the learning figures suitable for their respective situations, and ensure the improvement of students' interest and enthusiasm in English learning.

3.3 To Promote Students' Learning Motivation

At present, there are many ways for students to acquire knowledge. The single teaching content and teaching method in the traditional teaching mode are not attractive enough for students, which also leads to the lack of students' autonomous learning ability and subjective initiative. However, in SPOC mixed teaching mode, teachers often visualize and express their knowledge three-dimensionally through multimedia and network. The practicality of teaching content is strong and interesting for students, which lays a good learning space and learning materials for students' English learning. In the information age, students can use multimedia to integrate fragmented knowledge, which is beneficial to students' autonomous learning ability and personalized thinking.

4 The “Output-Oriented Method” of Higher Vocational English SPOC Mixed Teaching Mode Implementation Measures

4.1 The Change of Teaching Philosophy

In higher vocational teaching, teachers should actively adopt the “output-oriented method” and fully surround the three teaching concepts of “learning-centered theory”, “learning-application integration theory” and “whole-person education theory” to

Table 1. Task-based table

Characters	Difficulties in Life	Reasons for Success
Susan Boyle	Difficulty in reciting words	Insist
Li Hua	Traditional recitation method	Innovate
Bob	Inattention	Follow teachers' ideas closely

change classroom teaching, so as to ensure that all the teaching activities used in the classroom serve students' good learning and achieve better learning results for students' English learning. In this process, teachers should combine learning with application, and at the same time help students learn knowledge efficiently, they should have a comprehensive understanding of knowledge and use it in combination with knowledge [4]. In addition, teachers should carefully select the topics of output tasks for students, help students choose the input materials and skills served by output tasks, create task-based forms for students to consolidate what they have learned and supervise students to complete the tasks of the day, so as to improve students' comprehensive application ability of English knowledge, ensure that English teaching can achieve the people-oriented goal of higher vocational English education and promote students' all-round development (Table 1).

4.2 The Change of Teaching Mode

The SPOC hybrid teaching mode mainly adopts the teaching method of combining online teaching with offline teaching. Teachers should make full use of Internet mobile software to set up a wide range of online and offline teaching tasks for students, interact with students in the barrage of mobile software, and really pay attention to students' actual learning situation. Before class, let students carry out group cooperation activities on the mobile platform, cultivate students' awareness of cooperation and learning in the process of group inquiry, and preview the knowledge to be learned in class. In class, help students to complete the input of English knowledge, do a good job in learning output tasks and evaluate with group cooperation [5]. After class, let students contact the exercises after class and review their knowledge through the mobile platform, so as to help students consolidate their knowledge. With the help of online platform, teachers can supervise students' self-study, and with the help of big data, give personalized evaluation and feedback of knowledge learning to students, so that teachers can better understand students' actual learning situation.

In this paper, several months of educational experiments will be carried out aiming at the change of teaching mode in the teaching process, and the results of class A and class B will be analyzed. The experimental results are as follows (as shown in Table 2).

Besides, teachers' use of blended teaching mode in this process can ensure that the interactive communication between teachers and students and between students become more diverse and interesting. With the help of mobile platform, the realization of interactive teaching mode can be promoted at any time and any place, which is a better way to meet the current students' individualized learning and autonomous learning needs.

Table 2. Comparative results of pre-and post-test of class A and class B classroom results

		top score	Lowest points	standard deviation	average score	aggregate score
Class a	Control group pre-test	76	50	seven	63	1800
Class b	Group pre-test	71	50	six	61	1745
Class a	Control group post-test	76	50	seven	65	1972
Class b	Post-experiment test	96	50	10	73	2055

4.3 Changes in Teaching Methods

In order to ensure that students can better improve their learning quality and learning effect, teachers can make a survey on teaching satisfaction after class, which consists of four aspects: teaching process, teaching mode, teaching interaction and learning effect. 1–5 is used for grade evaluation. The larger the number, the higher the satisfaction of students. Table 3 is an example of questionnaire satisfaction evaluation.

According to the students' satisfaction, teachers can then strengthen the classroom interaction and reform the teaching methods through group cooperation and mutual guidance. In the actual operation process, teachers can upload knowledge videos, courseware and other resources to be learned on the Internet mobile platform before class, and guide students to study independently after class. In class, the new form of group cooperative discussion is used for students to report results and debate, which can enhance students' participation in class and ensure that students' practical English application ability can be brought into play [6].

At the same time, teachers' curriculum groups in higher vocational colleges will prepare lessons collectively every semester, and choose courses that can help students establish correct values during continuous discussion. Combining with WeChat WeChat official account, such as English classes in higher vocational colleges, the ideological and political topics of each educational unit are determined, and the ideological and political education is extended in higher vocational English teaching by deeply exploring the educational requirements in higher vocational English. Teachers can naturally integrate ideological and political elements into classroom teaching. For example, they can make videos of "the belt and road initiative", "Trade War" and other related materials for students to watch, so that students can see the beautiful scene of China's vigorous development, and make use of these excellent elements to positively influence students' hearts and provide them with a good learning atmosphere. Under the integration of online and offline, teachers in higher vocational colleges show students the cultural charm of our country, adhere to the people-oriented educational concept, and let students build up their national cultural self-confidence while receiving moral education.

Table 3. Satisfaction Test Results of Blended Teaching Mode

Item dimension	Item content	N	average/mean value	standard deviation
model of instruction	Facilitate autonomous learning	68	4.62	0.657
	It is convenient to prepare well before class.	68	4.22	0.525
	It is convenient to obtain more English learning resources.	68	4.36	0.666
Teaching process	Stimulate students' initiative in input.	68	4.15	0.557
	Mobilize the enthusiasm of students' output.	68	4.22	0.563
	Realize "promoting learning by evaluation"	68	4.78	0.544
Teaching interaction	Contribute to the communication between students and teachers.	68	4.33	0.567
	Contribute to the communication between students.	68	4.45	0.588
Learning effect	Improve English language expression ability	68	4.51	0.522
	Improve the ability to analyze and solve problems	68	4.65	0.463

4.4 Changes in Teaching Content

Under the blended teaching mode, higher vocational colleges should innovate the English curriculum system, such as offering intensive English reading courses and oral communication courses, etc., and combining with their own characteristics, they can also create courses such as business English and computer English. In the process of teaching practice, we can combine campus activities with English activities to improve the teaching quality after class [7]. In addition, in order to consolidate students' knowledge, teachers can let students read English classics, watch English movies, write English speeches, etc. after class, and after these activities, they can make relevant English videos and courseware, so as to ensure that students can practice after learning, and promote students to "do in learning"; "Learning by doing" can effectively help students improve their comprehensive ability.

4.5 Changes in the Evaluation System

The evaluation system is mainly divided into evaluation methods, evaluation types, evaluation subjects, evaluation contents, evaluation means and scoring process. In the evaluation method, the combination of generative evaluation and summative evaluation is adopted. First of all, teachers should emphasize socialization and inquiry-based generative evaluation, and pay attention to students' performance in practice, their actual test scores, and their comprehensive qualities in emotion, personality and learning methods. Emphasizing the comprehensive monitoring of students' learning process, paying attention to students' classroom review status, homework completion status, student activity discussion status, etc. through online links, teachers can get a more accurate understanding of students' review status and adjust students' own curriculum and teaching progress. The offline teacher makes a comprehensive evaluation of each student's review status and effectiveness according to the students' classroom attendance and sign-in status, students' autonomous learning status, comprehensive test results, homework completion status, teaching achievement display and performance status, and then the progress and changes made by the students. The final evaluation is the evaluation of students' final learning results, and the final reflection of teachers' output of last semester's learning work. By evaluating and analyzing the data, teachers can adjust and put forward the curriculum objectives and contents of the next teaching work.

The forms of evaluation include teachers' joint evaluation, students' independent evaluation, students' network sharing and other diversified evaluation forms. Organizations and students' individuals have made joint evaluations among organizations. The evaluation process mainly cooperates with teachers, pays attention to the main role of students themselves and their teaching partners in the evaluation, so as to further enhance the communication and interaction in classroom teaching, and effectively highlights the innovative education concept centered on students' learning. On the technical means of evaluation, online educational technology means, such as online homework, classroom test, teaching communication and other multi-functional means, are actively used to conduct a generative quantitative evaluation, which mobilizes students' participation and enthusiasm in learning, and comprehensively and objectively evaluates students' learning process and effect. On the connotation of evaluation, in the whole process of educational practice, evaluators design various evaluation contents around the four output goals of educational content, language, knowledge structure and thinking mode, and then check whether all the goals shown in the driving link have been achieved, and then carry out the next stage of teaching activities according to the existing problems. The evaluation links are divided into pre-class, in-class and after-class, so as to fully reflect the leading function of the education classroom and the leading position of students' learning. Finally, it is necessary to promote teaching by evaluation, promote learning by evaluation, and help students with learning, so as to achieve all-round development of students.

5 Conclusion

In a word, in higher vocational education, teachers should pay attention to the use of SPOC mixed teaching mode, and at the same time, fully analyze its significance, and

combine teaching ideas, teaching modes, teaching methods and teaching evaluation to ensure that students can achieve self-improvement through the integration of online and offline teaching. In this process, teachers can make use of diversified teaching activities to help students establish correct values and lay a foundation for students' subsequent progress and healthy growth. In the future development of higher vocational English education, we should deeply study the important role of product-oriented law students' learning. We can combine some advanced science and technology, such as big data technology, cloud computing, artificial intelligence, etc., to make online and offline teaching more efficient. Relying on technology, we should build a more independent and serious learning platform for students, and provide guarantee for the improvement of teaching quality and the upgrading of teaching mode.

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