

Study on Navigation College English Teaching Based on SPOC and TBLT

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Abstract: Task-based language teaching (TBLT) is highly consistent with college English teaching objectives. However, in the task-based teaching of traditional classrooms in maritime colleges, classroom activity time is often squeezed by knowledge transfer time, which makes knowledge internalization impossible. The SPOC model proposed by Professor Armando Fox has created a hybrid teaching model that combines MOOC and physical classrooms, which brings useful enlightenment to college English TBLT teaching in maritime colleges. Based on the four processes of mixed teaching proposed by Bersin, this paper conducts descriptive research on the curriculum development and teaching practice of college English in maritime colleges to explore the SPOC and TBLT-based college English teaching paradigm with characteristics of maritime institutions.

In recent years, multimedia network-assisted instruction has become an indispensable part of college English teaching in China. After the emergence of new teaching methods such as MOOC and SPOC, how to combine online teaching methods with college English teaching in maritime colleges has become a hot topic in the reform of college English teaching. The TBLT task teaching method effectively combines the traditional teaching method with the communicative teaching method, and creates more interactive opportunities for the university English learners of the maritime profession. The effective use of the task teaching method can make up for some short of multimedia teaching. board. At present, there are few researches on the organic integration of SPOC, TBLT and college English in maritime colleges. This paper attempts to use SPOC and TBLT as a bridge to study the specific application of the two in the English teaching reform of navigation majors.

1. Application of TBLT in College English Teaching in Navigation Colleges

The task-based approach is called Task-based Language Teaching. It emphasizes the creation of conditions in the teaching process, and through the arrangement and completion of a series of targeted teaching tasks, to satisfy the students' inner desire for knowledge and sense of accomplishment. Through this process, students can recognize the importance of learning in their hearts, and then they will take the initiative from the heart to complete the teaching task satisfactorily. The unique aspect of task-based teaching is that the teaching process involved is full of affection.

The task-based approach says that many of the functional-based teaching activities are not from our real life, so we can only call them "quasi-communication" activities at most, and we need to train students in real life. The ability to participate in and complete real-life tasks (D. Nunan, 1989) [1]. Specific to the teaching of college English in navigation, teachers should think about how to let students use English to implement real-life tasks such as shopping, on duty, ship drills, firefighting, etc., and further develop students to use English for real communication. Ability.

TBLT consists of teaching goals, information input, activity, teacher/student role, and setting. The difference between it and the traditional teaching method is that the former pays attention to the effective knowledge exchange with the students, the teaching activities are real and the content links are rich and diverse. The ideal classroom teaching mode of college English in maritime colleges requires teachers to design effective, diverse and varied teaching tasks that can be effectively interacted. Through the task of teacher design, students realize interactive dialogue and further develop second language acquisition.

In view of the various advantages of the TBLT teaching method, in the context of the continuous deepening of the college English curriculum reform in maritime colleges, advocating the selection and application of TBLT to better fulfill our teaching mission to the maritime profession has become a historical necessity. .

Second, the application of SPOC in college English teaching in maritime colleges

2. Introduction of SPOC

The concept of SPOC (Small Private Online Course) was first proposed and used by Professor Armando Fox of the University of California at Berkeley [2]. Before the class, the teacher is the learner and integrator of the curriculum resources. They don't have to be the protagonists in the lecture video, nor do they have to prepare lecture lectures for each section, but they must be able to integrate various online and physical resources according to their needs. In the classroom, teachers are the instructors and facilitators. They organize students to conduct group discussions and provide them with individualized guidance to solve the problems they encounter. SPOC innovated the classroom teaching model, which inspired teachers' enthusiasm for teaching and classroom energy.

SPOC offers a wide range of online resources to marine students. Taking Shandong Jiaotong University as an example, Weihai Campus has achieved full network signal coverage. By logging into the college English online teaching platform, students who study New Horizons College English (Third Edition) can use the smart phone in their hands to achieve pre-class study, homework assignment, exam release, and online answers. Through the statistical data generated during the teaching process, the teacher's teaching effect, student participation, and homework assignments can be systematically and conveniently analyzed. The college English teacher can know the students' self-learning process in time. The difficulties and doubts, targeted communication with students according to the characteristics of the maritime profession, the students to carry out personalized teaching, group interaction, complete the teaching tasks with professional characteristics and other modes of inquiry.

3. The reform mode of college English teaching in maritime colleges

Josh Bersin proposed that the hybrid learning process has four links: (1) identifying and defining learning needs; (2) developing instructional and measurement strategies; (3) developing or selecting teaching content; and (4) implementing plans and implementing teaching. According to the four links proposed by Bersin, we conducted a study on the teaching model based on SPOC and TBLT for college English courses in maritime colleges [3].

The survey uses the highly operational Hutchinson & Waters analysis model [4]. The main objective of the survey is to find and solve the difficulties in the current college English teaching process in maritime colleges, and to provide new solutions for college English teaching reform; The gap between the English skills of the maritime majors and the English skills required for future maritime professional employment [5] provides effective data support for the development of maritime professional college English teaching plans and the preparation of teaching content.

3.1 “Online Teaching” and “Offline Teaching”

According to the SPOC model, we try to divide the college English teaching in maritime colleges into two main links: “online teaching” and “offline teaching”.

1) Online teaching: Before class, college English teachers regularly publish self-learning tasks that maritime students need to complete online before the scheduled time. Through the school online teaching platform, teachers can learn the progress of current students and monitor the learning results.

2) Offline teaching: The teacher explains the difficulties in the student's learning process according to the online learning situation of the maritime majors, and organizes the students to carry out intensive exercises and consolidate important knowledge points. Then students can be organized according to the nautical class. Professional features, design a variety of teaching links, so that

students achieve effective classroom interaction and communication; the final step, through the various aspects of the college English classroom through peer supervision and teacher mutual evaluation, peer evaluation and effect feedback to achieve classroom teaching The effect is further improved and improved.

3.2 “Before the mission”, “Mission” and “After the mission”

According to the characteristics of task-based language teaching (TBLT), the teaching tasks of college English in maritime colleges are divided into three stages: “before the task”, “under the task” and “after the task”.

1) "Pre-task" stage: This stage is flipped to the online teaching platform before class, and the online learning resources provided to the maritime students include New Vision College English (third edition) courseware, Online teaching resources, syllabus and answers to exercises.

2) “While-task” phase: This is the core stage of TBLT teaching. We have designed a wide range of teaching tasks with maritime professional features in each teaching session. Students participate in independent learning or group cooperation discussions, and realize the communicative function in language teaching.

3) Post-task stage: This is the stage of reflection and improvement of the college English teaching tasks. We need to evaluate and analyze the student's completion of the task, so as to lay the foundation for the next lesson to better achieve the teaching objectives.

3.3 “SPOC+TBLT” mode

After half a semester of teaching, the English learning enthusiasm and learning efficiency of the students in the class have been greatly improved, and the classroom teaching effect has made significant progress. However, some problems and deficiencies were found in the pilot: (1) The content of the teaching platform is not rich enough. The content design is novel and interesting, and it is difficult for students to adhere to long-term independent learning. (2) The operability and compatibility of existing network platforms are not ideal. (3) Some old teachers are not very motivated to promote online courses, and they are unable to interact with students in time.

In view of the shortcomings of the "SPOC+TBLT" model, the following measures can be taken to improve: (1) Teachers can share resources through the courses on the network platform, and learn more about the micro-courses of excellent teachers, and improve their teaching methods and teaching content. (2) It is possible to consider the use of the network teaching platform into the assessment of the usual grades and improve the student's access rate; (3) the school should increase the capital investment and post-maintenance of the network teaching platform to ensure the smooth operation and smooth delivery of the network platform. use.

4. Summary

In view of the shortcomings of college English teaching in maritime colleges, this paper attempts to construct a college English teaching model based on SPOC and TBLT. In the process of teaching pilot, many problems have been discovered. College English teachers still need to fundamentally improve and improve the teaching content, curriculum structure, teaching task setting and teaching mode, in order to maximize the advantages of SPOC and TBLT, and fundamentally improve Cross-cultural communication skills of maritime students.

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