

An Analysis of College English Teaching Based on the Model of "Maker Education +SPOC"

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Keywords: marker education; SPOC; college English

Abstract: With the development of science and information technology, the model of traditional classroom teaching has failed to meet the needs of social development for talents. In order to remedy the drawbacks of traditional classroom teaching, the model of "Marker Education + SPOC" has been gradually applied to English teaching in colleges and universities. The new English learning platform built by this model can not only effectively combine online learning with offline learning, but also construct a new learning model for college students. Systematic, diverse and flexible learning model enables teachers and students to communicate better between each other and also expand knowledge. This paper makes an analysis of college English teaching under the model of "Marker Education + SPOC" and puts forward some countermeasures, which lays a good foundation for improving the efficiency of college English teaching.

1. Introduction

In the process of college English teaching, the "Marker Education + SPOC" model mainly carries out learning activities effectively through advanced information technology, which can make online courses more scientific and reasonable to be applied in the process of actual teaching. Under this model, teachers can effectively integrate online teaching with classroom teaching, fulfill teaching objectives, and gradually improve teaching quality and result. Currently, this model not only reforms the traditional teaching model and makes up for the deficiency of traditional teaching, but also improves the effectiveness of college English teaching.

2. The analysis of "Marker Education +SPOC" model

2.1 Marker Education

The word "Maker" (in English) originally refers to the person who takes advantage of new technology and internet technology to gradually transform the idea into reality. So we call them "Marker". On June 18, 2014, the United States held the first marker carnival in the White House where the former United States president Obama gave a speech. He believed that creativity plays a very important role in school education and lifelong learning. Moreover, it is not only conducive to improve motivation, enthusiasm and participation for learning but also has a decisive influence on learning achievement. "Marker Education" is to transform daily educational teaching with the help of its concepts and methods to form a brand-new educational teaching model. Based on information technology, "Marker Education" integrates innovative education and experienced education with each other. And it promotes independent learning with deep participation and team cooperation of students. "Marker Education" emphasizes that learners belong to creators, and the learning process also belongs to the creative process. Therefore, it is necessary to transform various ideas of learners into reality, which is also accordance with the modern educational ideas.

2.2 SPOC model

Professor Fox who works for the branch school of UC(University of California) at Berkeley. He proposed the concepts of "SPOC" for the first time in 2013. S corresponding to massive in "MOOC"

is Small. It proves that "SPOC" model aim at small-scale learners. P corresponding to Open in "MOOC" is Private. It proves that the scope of learners in "SPOC" model is limitation and privacy. Fox expects to promote the reform of teaching structure and improve teaching quality by introducing resources of "MOOC" and flipped classroom teaching model. The founder of the "SPOC" teaching model was front-line teachers who adopted bottom-up teaching model according to the actual teaching situation. The effective combination of "MOOC" and campus not only save a lot of class time but also facilitate the project to conduct joint analysis, discussion and co-production so as to gradually improve the students' abilities in problem solving and cooperative learning. Especially, there are great advantages in improving their teamwork ability, autonomous learning ability, innovative ability and so on.

3. College English teaching based on the "Marker education +SPOC" model.

3.1 Online teaching

In order to enhance learning consciousness of students, teachers can choose more targeted teaching resources according to the English learning of students and teaching contents with the help of "Marker Education + SPOC" platform. Meanwhile, teachers can set up several online learning tasks to test the completion. They can also use quiz and online question&answer to clarify the important teaching points, strengthen students' memory and advance their ability to master English knowledge. Moreover, the online evaluation is realized by combining the study situation of students. Therefore, teachers need to promptly discover the problems of students in the process of learning and improve the effectiveness of college English teaching.

3.2 Offline teaching

To carry out offline teaching in the model of "Marker Education + SPOC", teachers need to conduct a comprehensive analysis on the premise of students' characteristics and shortcomings in learning English. At the same time, teachers need to customize the learning plans and divide the overall teaching objectives into different stages to make different topics of micro-courses. It is also necessary to ensure that contents of micro-courses have distinct subjects, clear clues and novel teaching methods, so as to stimulate students' interest in learning English gradually and efficiency of classroom teaching. Some experienced real teachers can be selected to participate in making micro-lessons. In combination with learning contents, a video recording method can be adopted to set up word expansion board, difficult sentence analysis board, text explanation board, cultural comparison board and so on to build a systematic learning network for students.

4. The countermeasures for college English teaching under the model of "Marker Education +SPOC"

The author once studied the English learning situation of the students in Jiangxi vocational college of ahead software through a questionnaire survey. The author found that their English level is uneven and they have different intrinsic motivation for English learning. Some students think that college English is a basic subject. As a college student, the most important thing is to learn professional courses well. Others think that learning English does not contribute to their future career. They aim to learn a professional skills or crafts to get a diploma for a living after graduation. As for the actual situation of English learning in this college, it is urgent to adopt the model of "Marker Education + SPOC" to change traditional way of teaching. Furthermore, it is also necessary to combine online and offline teaching resources to change students' attitudes towards learning English and meet the different needs of them as a result. Specific teaching strategies are as follows:

4.1 Optimize language knowledge

By applying the "Marker Education +SPOC" model to the process of English teaching, teachers can teach English anytime and anywhere which breaks the limitation of time and space as well as

encourage students to achieve fragmented learning, so as to meet their needs of English learning as much as possible. It can also provide personalized learning resources to realize personalized teaching, improve learning efficiency and initiative gradually, which is related with the actual English learning situation of students. English is a language subject, and a good context directly affects learning effect of students. Using this model to teach and create a more authentic context for students to learn English which can promote students to understand English knowledge better and put it into practice effectively. In addition, the "Marker Education +SPOC" model has set up online educational forum on the educational module which provides the possibility for online interaction between teachers and students. In this way, the contents of English classroom teaching is more colorful. Students can not only put forward and solve problems but also adopt various teaching methods to learn. So it will gradually improve students' motivation to learn English and built an effective platform for students to learn English deeply.

4.2 Optimize the practice of small classroom

In the process of traditional classroom teaching, teachers impart very limited knowledge to students which are separated from the real life of them. So the interests of teaching is not very strong. However, under the model of "Marker Education + SPOC", the online small classes not only expand and extend to the offline knowledge, but also increase extracurricular contents. Thus it can enable students to realize offline self-study, save a lot of teaching time, reduce the burden on teachers and expand knowledge of them. Teachers divide the contents of online courses into several modules to simplify the teaching contents that it makes English more targeted and convenient to learn. Furthermore, it can meet the needs of students' fragmented learning and enable students to better grasp the relevant knowledge. Nowadays, the place of college English teaching is confined to the classroom and only focus on the output of knowledge, while the "Marker Education + SPOC" teaching model is to satisfy the needs of college English teaching and provide a variety of places for students to explore knowledge.

4.3 Optimize learning practice

In the course of learning practice in college English, students can acquire English language knowledge and build online learning communities by means of "Marker Education + SPOC" model. So that the teaching contents such as lead in, sentence explanation and so on can be incorporated into the teaching video. Besides, students can not only arrange their study without the limitation of time and space but also select teaching videos according to their own personal preferences or shortcomings, which makes the process of learning more flexible and personalized. In fact, the "Marker Education + SPOC" model is the reform and supplement of the traditional teaching model. It ensures the effective integration of online teaching and current teaching resources to realize the combination of online teaching and offline teaching. Finally, it can improve English literacy of students gradually.

According to the actual situation of English learning in Jiangxi vocational college of ahead software , the author selected students whose major is software as the object of study and applied the "Marker Education + SPOC" model to English classes. It is found that its teaching effect is quite remarkable which is manifested in the following aspects:

- 1) After using this model, students play mobile phones and sleep in the class are reduced. However, the phenomena of answering questions actively and showing themselves bravely are increased.
- 2) After adopting this model, teachers and students have more opportunities to interact with each other. Students can consult teachers online at anytime and anywhere or use the network teaching platform to review and consolidate what they have learned.
- 3) After using this model, the scores of final English examination and the motivation for independent learning have been significantly improved.

5. Conclusion

Economic and social development has made the traditional teaching model unable to meet the new requirements of the society for English talents. The rapid development of science and technology has created the teaching model of "Maker Education + SPOC", which integrates curriculum teaching with information technology. With the help of advanced science and technology, this model promotes the effective combination of online and offline teaching, and then improve the quality of classroom teaching in college English. Although the author has achieved good results by using this model, there are still many problems to be solved in practice and the effectiveness cannot be fully verified. Therefore, the author will continue to carry out practical research, conduct further analysis and get empirical conclusions in the future.

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