

Design of English Course Online Teaching System based on SPOC

Xuesong Huang

The Tourism College, Changchun University, Changchun, 130000, China

Abstract: With the development of information technology, SPOC and its characteristics and types have become a very common way of education and teaching, and are dependent on many subjects, college English is no exception. Students are no longer satisfied with the traditional teaching model of teacher teaching and student learning. As a compulsory basic course for college students, college English should not only cultivate their comprehensive application ability, but also improve their comprehensive cultural accomplishment. In order to achieve the goal of college English teaching, there have been many teaching reforms and innovations. In higher vocational English teaching, it is more and more important to students' deep learning ability and general level, and more and more important to students' application ability in industry or profession. Therefore, it is necessary to combine students' major with English learning, change the traditional teaching methods of words and sentences, use micro-class and network resources to stimulate students' interest in learning, and promote students' practice, discussion and classroom learning.

Keywords: SPOC; English courses; Distance learning; Teaching system design

1. Introduction

The emergence of SPOC is closely related to the emergence of MOOC. Because of its simplicity, low cost, wide coverage and independent, interactive learning, MOOC has gained global popularity at a time when distance learning initiatives are strong. Known for its small scale and limited access, SPOC can significantly improve the learning effect of MOOC. The concept of early SPOC miniaturization and restricted access to features helps to enhance students' learning engagement and interactivity, give students personalized, complete and in-depth learning experience, and make teachers have more energy to understand all aspects of the student's information, is conducive to achieve individualized teaching goal and improve the quality of teaching at the university of [1]. SPOC's complete course model and platform design can effectively reduce the difficulty of mixed learning. SPOC contains rich all media learning resources, can make full use of mature social media, and can provide learners with credit certificates and course certificates. Its complete course model attracts many learners to participate. One of the important reasons why university teaching cannot have the inherent attraction of scientific research is that there is a lot of repetitive work in teaching. Teachers can use the platform data and various methods to analyze teaching problems, so as to better improve the quality of classroom teaching.

Under the higher vocational English teaching standards and requirements, students carried out SPOC teaching practice on the interactive English platform. SPOC private online course is a small online course, which is a

new concept after MOOC. Since 2001, the rise of MOOC has driven the reform of university teaching methods, accelerated the internationalization of higher education, accelerated the pace of autonomous learning among students, and achieved the depth of change in classroom teaching. With the development and application of MOOC, every participant is actively thinking and researching, integrating MOOC with a variety of disciplines, using a variety of teaching models and technologies, and striving to ensure the participation and sustainability of online students' learning. Experts and scholars around the world are trying to strike a balance between tradition and modernity, online and offline, in order to find the best and effective teaching methods.

2. Advantages of English Teaching System based on SPOC

2.1. Support the internalization of language knowledge on the development of students' foreign language ability

SPOC not only provides high quality resources for students' personalized learning, but also facilitates time and space. The frontline teaching team has developed various SPOC resources that integrate years of teaching experience, advanced teaching concepts and multi-modal information representation. Video questions, various exercises and tests, and immediate feedback provide the means, tools, and environment for internalizing language knowledge.

2.2. Support the construction of language knowledge

Through the online learning community, students can participate in the communication and interaction process between teachers and teaching assistants, share resources, strategies and experiences, discuss topics, exchange ideas, ask questions and answer questions. Online interactions between you and me can generate and consolidate new content and knowledge, promote a deep understanding of language knowledge, and enable language knowledge in society to achieve constructive applications and situations.

2.3. Support the ability to build language applications

Micro-SPOC, micro-tasks and topics and content based on small classes provide practical applications for language learning. And in this process, gradually build their own English application ability.

2.4. Having small characteristics

In contrast to the grandeur of MOOC, SPOC needs to note that it has more precise requirements. The so-called small, the first to reflect in the scale. For SPOC, it is mainly aimed at students on or off campus. It has a very complex application process and application conditions. It has strict requirements on students to achieve a very accurate selection, so as to educate the teaching. Second, after the application is approved, the scale of the courses is relatively small, with no more than 500 students at a time, which is unthinkable compared with MOOC, so it is one of its characteristics compared with MOOC. In addition, SPOC is more accurately positioned in the teaching objects, so it is private. But this is only one aspect, this privacy is determined by the corresponding knowledge reserve. More importantly, for SPOC education model, it attaches great importance to the online guidance and offline guidance of individuals, so it has practiced teaching according to their abilities to some extent. SPOC education model is not only a private teaching, but also an open one, which is relatively open, rather than open to everyone [2]. It applies not only to students in school, but also to social workers, and not to students in the whole school. In short, for those who have some knowledge reserves and willing to learn, for those who do not accord with standard of application, they can adopt the form of listening, but they are unable to get online and offline guidance, the characteristics and requirements makes the SPOC of teaching quality is relatively higher than that of MOOC teaching quality, this is the MOOC education mode than another characteristic.

3. Some Problems in Traditional English Teaching

In traditional teaching, the teaching mode is rigid, the teaching material form is simple, the teaching content emphasizes grammar rather than communication, and the

teaching evaluation is unilateral, which leads to the low learning effect of students. According to the survey, 83.3 percent of students believe that their input and output are unbalanced in learning English, which leads to "time-consuming and inefficient" situation. In traditional classroom teaching, the teacher reads a sentence, translates a sentence, and asks the students to listen and recite it repeatedly. The classroom teaching seems to be a "monologue". Vocabulary is the building block of a language. Only on a solid foundation can a building be built high. Students usually recite a large number of words. By the time he graduated from high school, he had a vocabulary of about 1,800. However, the depth and flexibility of vocabulary is not enough. The reason for the above phenomenon is that under the limitation of traditional teaching conditions, students cannot learn vocabulary in a language environment. Experts say it takes five to 16 occurrences of a word in different situations for learners to remember and use it.

Due to the deep-rooted concepts of traditional Chinese culture, students are used to analyzing and solving problems in the process of learning English in a Chinese way of thinking. For example, in English writing, we often see a lot of "Chinese style English". Therefore, in order to achieve the change of students' thinking, the teaching content should not be limited to textbooks, but should be expanded to the outside of the syllabus of humanities, geography, science, cultural life and other aspects of extra-curricular knowledge, in order to expand the students' vision and thinking range. In traditional teaching, the English test is a written test given to students according to an outline developed by the ministry of education. The test focuses on the students' grammar knowledge and reading ability. The proportion of listening is not high. This assessment method can not reflect students' oral communication ability, as well as their emotional attitude and motivation in the learning process.

4. Design of SPOC Education System

4.1. Design of learning requirements

College English teaching, classroom teaching takes 14 weeks, online learning takes 3 weeks. Therefore, after adopting SPOC's English teaching model, we cannot change the class time, but extend the teaching process to extracurricular as much as possible, so that students can pass through SPOC and then study the corresponding courses independently in a specific classroom. In teaching, we mainly discuss and solve related problems, so as to enrich the teaching content and meet the requirements of college students in English learning.

4.2. Teaching content design

Teaching content is not only the premise of education, but also the premise of teaching. It is also the most con-

centrated embodiment of all the requirements of the course. The design of its content not only examines the teachers' grasp and understanding of the teaching content, but also, more importantly, to a large extent, examines the teachers' grasp of the students' foundation. If the teaching content is relatively easy, the teaching effect cannot be brought into play; if the teaching content is too difficult, the teaching efficiency will be resulted and good teaching will not be conducted, thus affecting college English teaching [3]. SPOC can use the excellent resources of the MOOC education model to design the teaching content. However, in the design process, it should not only be considered from this perspective, but also be carried out in the SPOC education model, that is, excellent MOOC, so that the education and teaching resources can adapt to the needs of SPOC education model.

4.3. Design of detection system based on SPOC

Any learning is inseparable from testing, without testing, its quality cannot be well formed. In view of this, for SPOC education and teaching, the test of its effect is only a test of the process and results. Therefore, we should discuss the test system design of SPOC on the basis of the test of traditional educational teaching mode. The key is that the teaching process and results must be reflected. SPOC teaching mode is a relatively open network teaching mode. To some extent, this is an education model without teachers, so it is very important to test the teaching process, so the design of the teaching process must be paid attention to first [4]. In order to build test systems and content through the SPOC tool design, it is necessary to reflect the instrumental nature of English learning in detail, not only in exam-oriented exams. Therefore, in the test content, it is necessary to fully reflect its listening, speaking, reading, writing ability. That is to say, in the process of effect test, it is necessary to organize the content according to these four aspects, so as to reflect the students' instrumental nature, and to show English as a learning tool for other subjects, so as to make its language more comprehensive.

4.4. Course schedule and evaluation design

Teachers are free to set and adjust the curriculum schedule and evaluation system according to students' needs and basis. Before class, teachers can integrate various online and physical resources according to students' basic goals and learning objectives. In the classroom, the teacher is no longer the main speaker, but the organizer. They organize student discussions and provide personalized problem-solving guidance to stimulate students' ability to learn independently and participate in class.

Compared with moocs, SPOC pays more attention to the communication between teachers and students and the internalization of knowledge, which improves the completion rate of courses.

5. Conclusion

Over the past two years, SPOC teaching has been implemented in vocational English teaching, with greater student involvement than in traditional classrooms. Most students have developed the habit of studying independently and can find courses on the Internet to continue studying. Compared with the past, the communication between teachers and students has been greatly improved, and students feel their attention has been improved. Moreover, teachers pay more attention to teaching design and constantly pay attention to the improvement of personal quality. However, both MOOC and SPOC require a complete informatization of teaching environment, which also brings more challenges to teachers. If the school environment does not change, the teacher will not accept the challenge, and SPOC will only become a form, rather than the purpose and effect of learning. With the in-depth development of economic globalization, many fields in China are directly connected with the international market, and the internationalization trend of talents is increasingly significant. At present, the popularization and application of modern information technology make education expand from traditional single classroom to powerful network system. Through the distance education platform, using modern information technology and curriculum integration, it provides a network learning environment for students to learn English independently, and provides teachers with a systematic and professional English teaching space, thus optimizing teaching.

References

- [1] Zeng Shuping. Comprehensive English teaching practice and reflection based on SPOC model. *Journal of Guangxi Normal University of Science and Technology*. 209, 30 + 125-127, 30 + 125-127.
- [2] Zhao Shijun. Research on the effectiveness of flipped classroom for English majors based on SPOC autonomous learning platform -- a case study of comprehensive English 3. *Modern Communication*. 209, 27-29, 27-29.
- [3] Li Fajuan. On college English course based on SPOC teaching development and application research in post-MOOC era under the cultivation mode of applied talents. *Fujian Tea*. 2002, 115-116, 115-116.
- [4] Qian Wenjuan. Development and integration of college English digital teaching resources based on SPOC analysis. *Journal of Shandong University of Agricultural Engineering*. 2008, 129-130, 129-130.