Research on SPOC Based Blended Teaching of College English under the Epidemic

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Abstract: Due to the impact and impact of the epidemic, China's education and teaching model has undergone tremendous changes. China has actively improved its online teaching system, created a series of online education and teaching software, actively advocated online teaching, and actively carried out college English teaching activities using internet platforms. After the end of the epidemic, universities gradually resumed offline teaching. This article is based on the research on SPOC's blended teaching of college English under the epidemic situation. By analyzing the overview of SPOC's model, we understand the impact of SPOC's blended teaching of college English on teaching effectiveness, propose the problems and countermeasures of SPOC's blended teaching of college English, provide specific teaching implementation strategies, and promote educational reform and development, to provide reference value for relevant educators.

1. Introduction

With the progress of society and the continuous development of information technology, the Internet has entered schools and optimized the mode of education and teaching. Since 2019, the epidemic has led to temporary closures of schools and interruptions in face-to-face teaching, posing enormous challenges to teachers and students. However, through online education platforms, teachers and students can continue to communicate in teaching and learning, making up for the shortcomings of traditional face-to-face teaching. SPOC, as a form of online education, has the characteristics of personalized course content, flexible learning process arrangement, and easy access to learning resources, which has attracted much attention during the pandemic. Various universities have also carried out non-stop activities and actively carried out online teaching. Teachers make full use of all kinds of online software to actively carry out teaching courses, so that students can also receive knowledge at home, so that students can also conduct online teaching at home. In this context, the technology of online teaching has gradually matured, resulting in changes in the structure of college English teaching. Many regions have adopted a combination of online and offline methods to create three-dimensional college English teaching classrooms and promote the reform and development of college English education.

2. Overview of SPOC mode

2.1. Definition of SPOC mode

SPOC mode online courses generally refer to small-scale restricted online courses. This teaching model was first proposed by a professor at the University of California, Amand Fox. SPOC is composed of the following four words: Small Private Online Course. Small refers to the size of students, usually controlled between tens to hundreds of people. Private refers to the setting of restrictive admission conditions for students.[1] Under the SPOC education mode, the school actively carries out college English teaching classroom, adopts the mode of mixed online and offline teaching, and uses online teaching resources to create three-dimensional flipped teaching classroom to improve students' learning efficiency.

2.2. Characteristics of SPOC mode

The SPOC teaching model combines traditional classroom teaching with online learning, providing students with flexibility and autonomy. Students can learn at their own pace and communicate and interact with teachers and classmates through online platforms. This mixed teaching mode not only helps students to continue learning, but also promotes the development of students' independent learning ability, information technology literacy and collaboration ability.

The teaching characteristics of SPOC mode are basically equivalent to MOOC+classroom. This teaching classroom not only compensates for the shortcomings of MOOC in school teaching, but also cleverly utilizes online resources to actively carry out online learning and offline teaching. Through mixed teaching, it creates a flipped three-dimensional classroom and improves students' learning efficiency.[2] Under the mode of SPOC, schools should actively carry out the college English teaching classroom, and teachers should skillfully combine the college English teaching syllabus. Regularly release weekly video teaching materials, video teaching resources, assign online and offline homework, and organize online discussions. In the process of classroom teaching, teachers should deal with the problems encountered by students in online courses during classroom teaching, solve the problems encountered by students in online learning, and timely detect students' learning. Under the SPOC model, teachers are provided with a teaching approach that integrates online and offline, allowing them to devote more time and energy to research in educational activities, allowing students to communicate face-to-face, discuss with each other, and create together.[3]

At the same time, in the book "Online Teaching and Learning in Higher Education during Covid-19" edited by Roy Y. Chan and other authors, the application and effectiveness of online teaching and learning during the epidemic were explored. This book compiles a series of studies and cases, aiming to provide guidance and experience sharing on online education for higher education institutions. Among them, special attention is paid to the blended teaching mode based on SPOC (Small Private Online Course), which was widely regarded as an alternative teaching mode during the epidemic.

3. The impact of blended teaching of college English based on SPOC on teaching effectiveness

3.1. Students learn more flexibly and autonomously

Firstly, SPOC based blended teaching of college English emphasizes flexibility and autonomy. Students can learn through online platforms based on their own learning progress and schedule, without being limited by time and location. This is particularly meaningful during the pandemic when schools are closed and students are quarantined at home. Students can learn according to their own schedule and have access to online resources and learning materials at any time, improving the

convenience and efficiency of learning. The blended teaching of college English based on SPOC provides a personalized learning experience. Through online platforms, teachers can provide personalized learning resources and guidance based on students' learning needs and levels. Students can choose learning content and paths based on their interests and abilities, better meeting individual differences. This personalized learning experience can improve students' learning outcomes and satisfaction, helping them maintain a positive learning attitude during the pandemic.

3.2. Improving students' English literacy is improved

Compared to traditional methods of English teaching, blended English instruction offers numerous benefits for enhancing students' English proficiency. This approach allows students to practice and learn English at any time and from anywhere, strengthening their communication and exploration of the language, thus diversifying their English learning experience. It is well known that online English courses encompass a wealth of materials closely related to various subject matter.

By actively engaging in online English teaching, students can further expand their knowledge of English learning, fostering a more comprehensive understanding of the language and improving their English proficiency. Additionally, by integrating online and offline teaching methods, teachers can focus more on the research and design of English course activities, promoting discussion-based English teaching classrooms and communication-based English teaching classrooms. This enables students to enhance their comprehension of English, develop their practical language skills, and comprehensively improve their overall English proficiency through mutual communication.[4]

3.3. Enhancing students' interest in learning

For students, a single offline English teaching approach can make it difficult for them to learn English and make them feel the pressure of learning English. However, the integration of online and offline teaching can effectively solve this problem. Teachers can use multimedia resources (such as audio, video, images, etc.) to make the learning process more vivid and diversified. By introducing multimedia elements such as teaching videos, English songs, and movie clips, students' visual and auditory senses are stimulated, and their learning engagement and interest are enhanced. As is well known, the Internet has the principles of diversity and flexibility, which can further optimize the structure of English teaching, present English knowledge in a diverse and three-dimensional form in front of students, and enhance their interest in English learning. Moreover, with the support of the Internet, more emphasis is placed on guiding students in the process of English teaching. Through guidance, students can actively integrate into English learning, comprehensively cultivate their self-learning ability and awareness, stimulate their learning motivation, and stimulate their potential for English learning. Additionally, utilizing SPOC can better understand students' learning preferences and interests, providing them with personalized learning support. According to students' interests and Learning styles, learning resources and activities suitable for them can be provided to make learning more targeted and autonomous.

3.4. Improvement of students' self-learning ability

For college students, they have strong self-learning abilities, and self-learning is crucial for them. In order to improve students' self-learning efficiency, enable them to master the correct self-learning methods, and comprehensively improve the quality of college English teaching. When teaching, teachers can use the form of online and offline integration to enhance students' autonomous preview ability by allowing them to learn and search for autonomous English materials offline. Next, summarize and report in class, combine the questions raised by the teacher, summarize and collect

your own learning and materials, and provide answers. Through this form, it effectively improves students' autonomous learning ability and promotes their learning and progress. In the process of cultivating students' autonomous learning ability, integrating online and offline can also help students break free from time and space constraints, allowing them to take out their phones anytime and anywhere to learn English online and complete online learning tasks.

4. The problems and countermeasures of blended teaching of college English based on SPOC

4.1. Limitations on technical equipment conditions

At present, there are still a series of problems in implementing SPOC blended college English teaching. Students' internet connections at home may be unstable, resulting in slow video loading, inability to display course content properly, or limited interaction. The devices used by students may have low performance and may not be able to smoothly play high-definition videos or run complex online learning tools. In certain regions or student groups, there may be a digital divide due to economic conditions or geographical location limitations, which means a lack of opportunities to access and use digital technology. Many schools are limited by technological equipment, which affects students' learning and development, and affects the quality of curriculum teaching. Many schools lack the construction of campus networks and the development of student applications due to incomplete equipment. There are certain obstacles for students to conduct E-learning. Many schools still focus on offline teaching and cannot allow students to combine online resources for independent learning. Moreover, when conducting teaching classes, due to the limitations of multimedia classroom equipment, it is difficult for teachers to achieve the expected results in classroom design, which seriously affects the quality of teaching.

4.2. Insufficient teacher-student interaction

When conducting blended online and offline teaching, teachers mainly focus on English teaching and engage in English teaching activities by passing on English knowledge to students. Although this can improve students' memory of English knowledge, there is insufficient interaction between teachers and students, which affects their interest in learning. Many English teachers in universities pick up their textbooks and leave after class, but students cannot catch up. This leads to less frequent communication between students and teachers, and a lack of interaction between students and teachers. Relying solely on classroom questioning, questioning, and answering questions makes it difficult to enhance the relationship between teachers and students and strengthen mutual understanding between students and teachers. In fact, the interaction between teachers and students is not only in the classroom, but also in communication and exchange after class. Teachers can also use online cloud platforms and campus learning websites to actively engage in online interactive programs between teachers and students. In this way, students and teachers can not only communicate offline, but also communicate online, and improve the frequency of interaction between teachers and students.

4.3. Insufficient student autonomy

For students, their learning is based on their interests. Many students find the process of learning English dull, lacking interest, and autonomy. Many students have low enthusiasm for English learning, which affects their interest in learning. Some students find the teacher's lectures too boring in class and often leave their accounts to play with their phones. In the process of assigning online homework tasks to teachers, many students also cope with the task in order to complete it, lacking in thinking

about E-learning tasks. When teachers assign online English learning tasks to students, many students are careless in attending classes in order to complete the task of online English suspension, and do not remember the teaching content at all. This has caused certain problems in blended teaching of college English, which has affected the quality of education and teaching.

5. Implementation strategy of blended teaching of college English based on SPOC under the epidemic

5.1. Enrich teaching resources and improve course offerings

In the context of the epidemic, the implementation of blended English teaching in SPOC universities requires teachers to further enrich educational resources and improve the setting of educational courses. Teachers should carefully study the new curriculum standards and teaching guidelines, and actively carry out teaching design based on actual teaching needs. When designing the course, teachers should clarify the teaching theme and content of this course, use online network platforms to collect teaching resources, make teaching resources more rich and specific, and improve students' English knowledge range. Through this approach, teachers actively implement blended online and offline teaching to enable students to establish a solid foundation in offline learning while accumulating and improving in online learning. This comprehensive approach enhances students' learning efficiency and promotes their growth. They design flexible learning plans based on students' learning needs and schedules, divide the learning content into small modules and allocate appropriate time for learning and discussion. Simultaneously, they offer students learning guidance and time management suggestions to assist them in planning their study time effectively and improving learning outcomes, introduce interactive learning activities through online platforms, such as discussion forums, group projects, online debates, etc., to foster cooperation and communication among students. These activities can enhance students' language expression skills, critical thinking, and teamwork abilities, enriching their learning experience.

5.2. Selection of teaching forms and optimization of teaching design

In the teaching process, the combination of online and offline design is adopted to optimize the teaching design. In the process of teaching, teachers should continuously optimize teaching design and create an efficient college English teaching classroom through online preview and review, and offline teaching. Teachers can assign online preview viewing tasks to students, allowing them to further enhance their understanding of unit learning and mastery of video materials while watching online videos. After students have mastered a certain amount of unit content and learning materials, they actively listen to the teacher's lectures in the classroom, raise questions they do not understand, and strengthen their thinking on knowledge. After class, combined with online online learning platforms, knowledge is reviewed, supplemented, and accumulated to comprehensively improve students' academic performance and promote their learning and development.

5.3. Carry out teaching activities to stimulate students' interest in learning

Through online teaching platforms, utilize interactive tools such as discussion forums, real-time chat rooms, or online Q&A to facilitate communication and interaction among teachers, students, and peers. Encourage students to pose questions, share perspectives, and offer timely responses and guidance to enhance interactivity and engagement in learning. By introducing multimedia resources such as images, audio, videos, and real-life cases and examples, the learning content becomes more vivid and practical. For instance, teaching videos can be used to showcase real-world English

application scenarios, or audio materials can be employed to enhance students' listening comprehension abilities.

Transform learning tasks into challenging and enjoyable activities to stimulate active participation and interest in learning. Interactive activities like group projects, role-playing, and debate competitions can be designed to nurture students' collaborative and problems-solving skills. Guide students to actively engage in the learning process, encouraging them to pursue self-directed learning and exploration. Provide learning resources and guidance, promote independent thinking and problem-solving, and inspire them to share their learning achievements and experiences.

During the process of teaching, teachers can actively carry out teaching activities by combining online and offline methods. Teachers can actively carry out 100 day English reading activities online, allowing students to practice English reading, continuously checking in for 100 days, and having a good line every day. By strengthening students' accumulation of English in this form, students can develop good English learning habits and cultivate their autonomous learning ability in English learning. Offline teachers can organize English seminars, English debates, English speech contests, etc. They can also allow students to collect their own English materials, write various English manuscripts, and communicate with each other. While improving English knowledge level, it also enhances English expression ability and promotes students' English learning and development.

5.4. Improve teachers' information literacy

Students may face issues such as insufficient equipment or unstable network connectivity, which can affect their learning experience and engagement. To address this issue, schools can provide necessary equipment support, such as borrowing or renting equipment, and provide network support to ensure that students can smoothly engage in online learning. At the same time, teachers need to test and prepare the teaching platform in advance, and provide technical support and guidance to help students overcome technical difficulties. For some teachers, transitioning to SPOC based teaching models may require adapting to new teaching environments and technical tools. Teachers need to master the skills of using online teaching platforms and learn teaching strategies suitable for online environments. Schools can provide specialized training and support to help teachers improve their online teaching abilities. In addition, teachers can refer to excellent online teaching cases and resources, draw on the experiences and teaching strategies of others, and continuously improve and enhance their teaching effectiveness.

In SPOC based teaching models, evaluating students' learning outcomes and providing timely feedback may face challenges. Traditional exam and homework methods may not be suitable for online environments. Teachers can explore innovative evaluation methods, such as online quizzes, group projects, learning logs, etc., to evaluate students' learning outcomes and engagement. At the same time, teachers need to provide personalized feedback and guidance in a timely manner to help students improve their learning and ensure that students achieve good learning outcomes in the SPOC based teaching model.

The combination of online and offline is also conducive to creating three-dimensional teaching classes, improving teachers' information literacy, and improving teachers' personal teaching ability. For schools, teachers are the key and fundamental to teaching. Online and offline detailed verification form can enable teachers to learn information technology, understand the thinking mode of information teaching, and improve their information literacy in the process of mastering knowledge.

6. Conclusion

In the context of the epidemic, China has actively carried out activities that suspend classes without stopping classes. Schools have established online education and teaching platforms and systems,

actively carrying out online education and teaching activities. In this environment, with the end of the epidemic, we need to further optimize education reform, organically combine online teaching with traditional offline teaching, create a three-dimensional flipped teaching classroom, and further promote education reform and development.

Acknowledgement

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