Study on Designing the Path of College English SPOC Course Based on Online and Offline Integration

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Abstract: After analyzing the differences among SPOC course, traditional teaching and MOOCs, as well as the characteristics of college English SPOC course: personalization, connectivity, ubiquity and interactivity, this paper first explores the guiding theories of English SPOC course--ubiquitous learning, seamless learning, deep learning, Production-oriented Approach and effective learning, and then design the path from six aspects: teaching objective system, content system, teaching mode, teaching process, learning process and feedback system based on online and offline integration with an aim to cultivate students' intercultural communication competence and independent learning abilities.

1. Introduction

College English Curriculum Requirements(Requirements hereafter) defined College English as a course with instrumentality and humanity, just as Hu Wenzhong, a professor of Beijing Foreign Studies University, says: while learning a language, two kinds of capabilities should be developed: linguistic competence and social competence(namely intercultural communication abilities) simultaneously. For recent years, with the development of internationalization, more and more attention has been paid to students' intercultural communication skills, as proposed in *Outline of the National Program for Medium- and Long-Term Education Reform and Development (2010-2020)*: the objective of college English education is to train globally competitive talents with international vision, familiar with international rules, and able to participate in international affairs and competition. College English teaching reform has gradually become into the focus of higher education, followed by the practice of innovating teaching modes to improve education qualities. However, those reforms, from the "communicative approach" in the 1980s to the "cooperative teaching model" in the 1990s, only changed the situation of "teacher-dominated classroom" in the traditional teaching, unable to reach the expected effects.

At the beginning of the 21st century, with the development of modern information technology, the traditional static and dogmatic teaching mode was unable to meet students' personalized needs. On January 30, 2004, *the requirements* put forward a new college English teaching mode based on computers and classrooms. According to it, students can finish learning tasks first through three-dimensional teaching materials with the help of computers, and then take teachers' lessons face-to-face in classroom or in groups. In the same year, the Ministry of Education began the project of the construction of pilot colleges and universities for the reform of college English teaching. In January 2004, the Ministry of Education approved 180 colleges and universities as the first pilots for reform, making preparations for nationwide teaching reform [1]. Driven by this round of reform, various computer-based teaching modes emerged, gradually changing the monochrome "teacher-centered" mode. In addition, it became a fashion to build foreign language laboratories in colleges and universities all over the country, but unfortunately, the English teaching mode based on computers and classrooms was not realized in those laboratories as expectation, failing to achieve the expected results.

In recent years, with the deepening and development of "Internet+", information technology develops rapidly and is highly integrated with education, which provides great convenience for the reform of college English teaching. In the times of "Internet +", information technology has provided a broader extension space for traditional college English teaching, and meanwhile the

concept of college English education has undergone significant changes **[2]**. As a new teaching tool, Internet has been applied widely, which breaks through the limitations of classroom teaching and prescribed textbooks in traditional college English education, and provides new resources and approaches[3].

Besides, College English teachers and researchers used Internet technology to carry out teaching reform, with a goal to cultivate students' learning, thinking and innovation abilities, so as to realize the instrumentality and humanity of college English. The rise of SPOC and MOOCs has brought new opportunities for the second round of national college English teaching reforms **[4]**. In recent years, SPOC and other new teaching modes derived from MOOCs have pointed out new directions and provided new ideas for the reform of college English teaching.

2. The Features of College English SPOC Course

In 2013, Armando Fox, professor of University of California, Berkeley, established a SPOC course, which combined high-quality resources of MOOCs with face-to-face classroom teaching organically, changed teaching structure and improved teaching qualities by applying flipped teaching mode[5]. SPOC (Small Private Online Course) consists of micro-videos, instant quizzes, discussions and tests, matching with the teaching objects, course objectives, difficulty level and students' existing knowledge[6]. This flipped teaching model, integrating "online learning" with "classroom teaching", enables teachers to reconstruct the course system as well as content, so improve the efficiency and effects of English teaching relying on the high-quality SPOC education resources[7].

Different from traditional teaching and MOOCs, college English SPOC course has the features of personalization, connectivity, ubiquity and interactivity. From the following chart, we can find the differences and its features.

Chart 1

Elements	SPOC	MOOCs	Traditional Teaching
Teaching Concept	Take students as the main body, and students' study as the leading.	Take students as the main body.	Take teachers as the leading.
Course Orientation	Develop online courses for the on-campus students based on their needs, and emphasize personalization.	Share global resources from key universities and colleges, famous professors and courses to help realize education equity.	Used locally by on-campus students
Teaching Objects	Only for on-campus students	For the whole country, even the world.	Only for on-campus students
Teaching Targets	Internalization of language knowledge + Intercultural communication skills + learning abilities	Language knowledge + language skills + learning abilities	Language knowledge + language skills
Teaching Scale	Small classes, 40-50 persons/class.	Large classes, and even no limitation for one class	Small classes, about 50-60 persons/class.
Teaching Requirements	Have specific and clear requirements for students' learning process and results.	No specific requirements.	Stress on the requirements for students' learning results.
Teaching Mode	An organic combination	Online teaching	Classroom teaching

	of online and offline teaching.		
Learning Materials	Massive diversified dynamic learning resources.	Online resources.	Textbooks + ppt.
Learning Platforms	Internet + classroom	Internet	Classroom
Learning Processes	Students' independent online learning + questions and answers in classroom as well as their presentation + knowledge internalization and application	Students' online learning	Teachers instill actively + students receive passively
Evaluation	Multiple dynamic evaluation system (process evaluation + summative evaluation)	Seldom evaluate	Summative evaluation
Teachers' Duty	Organizer, promoter and questioner	Designer	Controller
Learning Effects	Students participate in the whole teaching process actively, effectively ensuring the learning effects.	The dropout rate is high, the completion rate is low, and the learning effects cannot be guaranteed	Students participate in learning process passively, so the learning effects are not good.

3. Theories Guiding the Path Design of College English SPOC Course

With the help of Internet technology, the path of college English SPOC course is designed on the following theories:

1) Ubiquitous learning: it is proposed by Weiser on the basis of "ubiquitous computing", aiming to build an intelligent and ubiquitous learning environment, so that information can be presented to learners in a certain way, and learners can use various terminal devices to carry out learning regardless time and place. Ubiquitous learning has the features of permanence, accessibility, immediacy, interactivity, scene and adaptability[8].

2) Seamless learning: Professor Chen Dehuai proposed the concept of seamless learning in his 1:1 project in 2001. He believes that in the seamless learning mode, learners can switch learning situations flexibly and freely, additionally, they can use personal mobile devices for learning quickly[9]. In 2011, The 10th World Conference on Mobile and Situational Learning put forward: the seamless learning is the development trend in the future, because it can link formal with informal learning, bridge individual and community learning, and connect real learning with online learning by using internet technology and other educational high-tech means. Not happening at a specific time or place, seamless learning means that learners can switch from one learning scene to another easily, and from one learning device to another conveniently. Seamless learning can be realized not only by the support of mobile technology and ubiquitous technology, but also by fixed learning devices, such as desktops[10]. The learning environment involved in seamless learning integrates formal with informal learning, individual with social learning, physical with virtual space, etc. so seamless learning is also considered as a new learning environment by researchers[11].

3) Deep learning: the concept of deep learning was first introduced by American scholars Ferenc Marton and Roger Saljo. In 2012, the National Research Council defined deep learning as: a learning process (namely, transfer) that enables students to apply what they have learned in one

situation to a new one **[12]**. Wang Jue thinks: deep learning means that learners can critically learn new ideas and facts on the basis of understanding, integrate them into the original cognitive structure, make connections in a large number of ideas, transfer their original knowledge into the new situations, and make decisions and solve problems **[13]**.

4) Production-oriented Approach(POA): in 2014, at the 7th International Seminar on English teaching in China, professor Wen Qiufang first proposed Production-oriented Approach, which was based on American linguist krashen's "input hypothesis" and Canadian linguist Swinner's "output hypothesis". This approach advocates that all activities in classroom should be around the occurrence of students' effective learning, and forms of activities can be diversified. The most important thing is that teachers should choose the best form to achieve teaching objectives according to teaching contents and students' learning abilities **[14]**. The core of this approach is the "output driven - input contributed" hypothesis. Teachers should design two similar actual output tasks according to students' abilities and text topics, provide self-study materials before class and supporting materials in class, and distribute evaluation of output effects to let students know what strong points as well as problems they have and how to improve **[15]**.

5) Effective learning: it is in the view of ineffective or inefficient learning. For it, different scholars have different definitions. According to Bao Yinxia, effective learning refers to the process in which students, under the guidance of teachers, apply appropriate strategies to process learning contents actively, complete learning tasks within a certain period of time, reach learning targets and achieve their own development **[16]**. In recent years, the focus of effective learning has gradually shifted from "effective teaching" to "effective learning", and now more attention has been paid to whether learners, as learning subjects, can carry out deep, understanding and meaningful learning, complete learning tasks efficiently, achieve learning goals and promote their own development **[17]**. With the development of SPOC courses, effective learning has a new meaning: it is a process in which learners standardize their learning process scientifically, apply proper learning strategies to construct their knowledge actively, finish learning tasks within a period of time, and achieve the expected learning objectives on the basis of previous knowledge and experience. In addition, students' behaviors, abilities and psychology are improved simultaneously **[18]**.

4. Design the Path of College English SPOC Course

Under the guidance of the above five theories, the path of college English SPOC course is designed.

1) Objective system: the analysis of students' learning can provide objective reference for teaching design, making it more suitable for students' cognition, language and knowledge level, so that English teaching will meet their learning needs, ensure a stable learning environment, and help to achieve the expected learning targets **[19]**. The analysis of students' learning not only includes students' interests and hobbies, but also students' English foundation, learning motivation, professional needs and so on. Then diversified college English course objectives can be designed according to students' specific situations. The Objective system includes language skill goals, knowledge goals and intercultural communication goals. Listening, speaking, reading, writing and translation are the five main parts of the language skills. The knowledge goals are designed and constructed as a whole by integrating students' English knowledge with their professional knowledge, so as to achieve the effects that English learning serves major development and major study promotes English learning. The intercultural communication goals are aimed not only at improving students' intercultural communication abilities as well as achieving the communicative function of English, but also at helping students use English to realize their professional communication.

2）Content system: based on syllabus and students' different demands for college English, course content is organized, followed by designing universal and targeted content system according to units, divided knowledge pieces, and selected knowledge points, which can be learned online and offline. The content system of online course is embodied as follows: design content templates for

SPOC course, record and edit teaching audio and video with software provided by SPOC platforms or local platforms, design different presentation methods of audio and video, make Micro-videos and transmit them to SPOC platforms in the form of knowledge slices, and complete the organization and planning of online course content. The content system of offline course is embodied as follows: induce students to think and ask questions orienting on problems, organize students to discuss and answer students' questions based on their learning feedback, and complete the organization and planning of offline course content.

3) Teaching mode: based on the characteristics of college English, design teaching conditions, select specific teaching models and methods synthetically through technological means, deal with the use of audio, video, image, words and PPT in SPOC course, and design online and offline course modes, so to make college English teaching practical, informative and interesting. Through the design and construction of the teaching mode, students' thinking can be changed, and college English knowledge class can be transformed into competence class.

4) Teaching process: with the help of online and offline, the traditional teaching process can be different greatly, describing as follows: i) leading: introduce relevant videos, literature and other learning materials to students, ask them to carry out self-study and find problems in advance by using internet. ii) classroom teaching: let students present what they have learned online to test their self-study results. In addition, answer students' questions. iii) evaluation: use the online feedback to evaluate students' learning, including: tests, quizzes, group discussions and so on. iv) generalization: check the teaching results: whether students have motivation in online and offline courses? How about the audio and video? Whether students are improved in their English?

5) Learning process: Students can carry out their own learning not only in classroom, but also by themselves online. Additionally, learning resources are massive with the help of information technology. Students' learning changed totally, describing as follows: i) students learn online course first: watch videos, finish the learning tasks, discuss, complete tests, etc. ii) presentation: students present their online learning in class, teachers make comments and answers students' questions. iii) further development: after online and offline learning, students develop their English abilities.

6) Feedback system: design a seamless feedback system between online and offline. Use internet to design a timely, dynamic, real and effective feedback system for the course to detect students' learning for the whole process including before, during and after class. The feedback before class is mainly from the practice of listening and speaking, so that students can find the gap between their listening as well as speaking abilities and objective of one unit. Feedback in class is mainly from the practice of writing, translation and reading, which helps students gradually determine difficult and key points, and their own blind spots. Feedback after class is mainly from online comprehensive tests, which dynamically checks students' mastery of vocabulary in a specific unit. In offline classes, students' learning is evaluated by presentation. Students' English knowledge, language skills, intercultural communication abilities and independent learning capacities are checked through the seamless online and offline feedback system.

5. Conclusion

Internet technology provides convenience for college English teaching reform. English teachers and researchers can use online high-quality education resources to reconstruct and expand teaching content, implement online and offline teaching mode, and stimulate students' active, independent and personalized learning. Likely, students can carry out English online and offline learning to promote their own development.

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