

Exploration of SPOC based Mixed Teaching of Japanese Translation in Private Colleges

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Abstracts: Under the background of information—based teaching, especially in the post epidemic era, online and offline mixed teaching has gradually become a new mode with practical significance. In view of the important role of Japanese translation in students' professional quality ability, SPOC mixed teaching is adopted. From the final effect, the mixed teaching based on SPOC is suitable for the characteristics of students in private colleges and universities, and the students' learning effect is better.

Keywords: SPOC; Mixed Teaching; Practical Exploration

1. Introduction

Covid—19 Internet plus education has been a hot topic in China since the outbreak of the new crown outbreak in 2020. Online teaching has become a hot topic for a while. With the continuous integration of information technology and teaching, the new mode of “Internet +” education and training has basically taken shape. The major colleges and universities have launched MOOC for college students, which provide a wider learning space for the vast number of students. Compared with MOOC, SPOC, which is suitable for small—scale teaching, is gradually incorporated into normal teaching by many colleges and universities because of its low threshold and high interaction rate between teachers and students.

In the traditional teaching mode, due to the limitation of class hours, Japanese translation course cannot organize the intensive training of translation ability, which is not conducive to the improvement of students' ability and restricts the development of students. This kind of problem has attracted more and more attention in many universities with Japanese major. How to further broaden students' learning channels of Japanese translation, enrich students' understanding of Japanese, and improve students' translation training has become the focus of many teachers.

Based on the above, taking private colleges and universities as an example, this paper applies SPOC teaching to Japanese translation course to form a complete teaching link, and explores the practical effect of the mixed teaching mode based on SPOC, so as to provide some reference for educators.

2. The general idea of Japanese translation mixed teaching based on SPOC

Based on SPOC, we should build a joint training mode of online and offline teaching, further promote the mixing of teaching resources, teaching environment, teaching methods and teaching evaluation, and further establish a student—centered curriculum system, in order to broaden the depth and breadth of classroom teaching, constantly stimulate students' learning enthusiasm and interest, and increase students' learning autonomy, to cultivate students' innovative consciousness and achieve better teaching effect.

In terms of teaching resources, according to the teaching standard of “Japanese Translation”, the course content is divided into two parts: Japanese translation theory and Japanese translation practice. Under each part, a separate teaching task point is set up. Based on the students' learning situation, the course group reconstructs the knowledge points in the way of “project introduction and task driven”, taking each task as the unit, and

complete the last teaching schedule, plan, PPT, audio and video, exercises, after class development, etc., on the basis of network resources, we should encourage teachers to build their own curriculum resources, such as self-made teaching videos or handouts.

In terms of teaching methods, SPOC can be used to set up teaching live room to attract students' interest, carry out online answering and online games activities to stimulate students' learning enthusiasm, and regularly organize online discussions, as well as set up student message board and interactive board to promote students' communication, in order to understand students' learning progress by setting progress bar, and set up online Q & A, and break through the limitation of time and place in traditional teaching.

In the teaching environment, changing the traditional teaching mode into a mixed mode of classroom teaching and SPOC teaching helps students to make use of their spare time. When carrying out offline teaching, teachers mainly teach courses that are not easy to carry out online or difficult to carry out. They focus on answering students' problems in online learning and expand them. In SPOC time, students can learn independently, access to online learning resources, and teachers mainly organize online activities to expand and improve.

In the evaluation mode, the traditional "mixed" evaluation mode of examination and online evaluation can also be used. Students' scores are mainly composed of online and offline. Online performance mainly investigates the completion of students' tasks, their enthusiasm to participate in teaching activities, and the completion of after-school development. The off-line performance mainly focuses on students' specific performance in class, their proficiency in translation and their final examination results.

3. Specific implementation of Japanese translation mixed teaching based on SPOC

According to the above teaching ideas, the following process to carry out teaching implementation can be referred.

3.1 Necessary before class

First of all, upload the relevant information of the course, including course introduction, course syllabus, teaching plan, learning guidance, etc., so that students can fully understand the curriculum system. Before each class, teachers need to upload 2–3 weeks of teaching resources in advance, including videos, materials, discussions, course preview, unit assignments, exercises, etc., so as to facilitate students to carry out self-study. Secondly, we should establish a teaching group of students to facilitate real-time communication between teachers and students. Finally, the teaching class should be divided into groups with 7–8 students in each group.

3.2 Teaching in class

According to the teaching plan and content of the course, the teachers arrange the task list. After the group students get the task list, they start learning independently according to the task requirements. By watching videos, courseware and after class materials, they carry out group discussion and interactive development under the organization of the teachers, so as to gradually achieve the course objectives. According to the students' different knowledge and participation, teachers adjust the teaching methods in time according to the changes of classroom learning atmosphere. For example, when students lack interaction, teachers can initiate real-time discussion and carry out rush answer to adjust the classroom atmosphere; When encountering difficult teaching content, teachers can live online to answer students' questions in real time and show them; When the network is unstable and other special circumstances, teachers can continue to carry out teaching in the form of text interaction with students. In addition, we can also adopt the mode of online preview, offline explanation and answering, and online translation practice, so as to organically combine online and offline, give full play to their respective advantages, and improve the quality and efficiency of teaching. Students can be guided to actively participate in learning, and actively analyze learning weaknesses.

3.3 Course evaluation

The main way for teachers to evaluate the effect of students is to check the course video viewing, aiming to check the viewing situation of video knowledge points. The purpose of checking class attendance is to make students attend class on time. Real time discussion, test, question or answer, are conducted for the content of the course to test the mastery of video knowledge. Unit assignment, on the one hand, students are required to use knowledge points to solve practical problems after autonomous learning of pre class knowledge, on the other hand, after learning, they are asked to complete the prescribed after class reading tasks or complete the relevant tests.

4. The implementation effect of SPOC based Japanese translation mixed teaching

In order to intuitively understand the implementation effect of SPOC mixed teaching, according to the above implementation ideas, a comparative study of Japanese translation learning in a private university is carried out. Class 1 and class 2, which are highly similar in number, gender ratio, learning attitude and level with Japanese major, are selected respectively. Class 1 carries out mixed teaching based on SPOC, and class 2 carries out traditional teaching. Two closed book written tests were held in two classes. The written tests were divided into four modules; vocabulary, reading, translation and composition. Each module had 25 points. The scores of each module were as follows.

Table1. Comparison of Midterm Results

Modular	Vocabulary		Reading		Translation		Composition	
Class	Class 1	Class 2	Class 1	Class 2	Class 1	Class 2	Class 1	Class 2
Results	18.5	19.3	17.2	18.3	16.6	18.5	16.7	17.5

Table 2. Comparison of Final Term Results

Modular	Vocabulary		Reading		Translation		Composition	
Class	Class 1	Class 2	Class 1	Class 2	Class 1	Class 2	Class 1	Class 2
Results	19.9	19.5	20.6	18.2	20.9	18.6	18.7	17.9

According to Table 1 and Table 2, the total average score of midterm examination in class 1 is 69, that of midterm examination in class 2 is 73.8, final examination in class 1 is 80.1, and final examination in class 2 is 74.2. The students in class 1 have made significant progress, especially in reading and translation. The students in class 2 have not made significant progress, and their grades are basically the same.

From the above comparison, it can be seen that in the initial stage of the implementation of SPOC mixed teaching mode, students have not fully adapted, the effect of SPOC mixed teaching is not as good as that of traditional teaching, and the average score of class 1 is lower than that of class 2. However, with the deepening of teaching and the increasing difficulty of teaching content, the two classes have gradually changed. In the first class applying SPOC mixed teaching, because of its rich curriculum resources and vivid curriculum links, students' interest in learning has not decreased. Because of its task progress monitoring and after class development, students have the consolidation and expansion of knowledge, and the second class applying traditional teaching. In the final examination, the average score of class 1 is significantly higher than that of class 2, and it has absolute advantages in reading and translation, which are two modules focusing on extracurricular reading.

5. Conclusion

Based on SPOC mixed mode in private colleges and universities to carry out Japanese translation practice, this teaching mode not only meets the needs of the construction of online courses in colleges and universities, but also meets the needs of teachers for innovative classroom design. This teaching mode opens up a new idea of mixed teaching in colleges and universities. From the design of teaching ideas, to the implementation of teaching process, and finally to the evaluation of teaching effect, the whole practice highlights the student-centered core position, the control of teaching process and the expansion of after-school quality, which is helpful for students to carry out self-study, actively exploration and innovation. It is believed that the blended teaching mode based on SPOC can provide more favorable help for the development of more courses in more colleges and universities.

References

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