Research on SPOC Blended Teaching Mode for College Journalistic English Based on "U Campus" Platform

Peng Liu, Zhisong Fu, Jie Yang

Hainan Tropical Ocean University Hainan, Sanya 572022 ,China.

Abstract: Currently, traditional college English teaching designs lack pertinence, resulting in reduced teaching effectiveness, and teacher-centered models are unable to keep up with contemporary college English teaching needs. SPOC is a product of contemporary information technology and education system reform and innovation. This article studies the integration and development of SPOC and "U Campus" learning platform in college journalistic English teaching, exploring the construction of college journalistic English based on SPOC. This teaching mode helps cultivate college students' autonomous learning ability, improves the efficiency of college English teaching, optimizes the course structure, and has progressive significance in improving college English teaching reform.

Keywords: SPOC Blended Teaching Mode;U Campus;College Journalistic English.

SPOC blended teaching is a learning mode in which students are the main focus, and students and teachers jointly complete learning tasks in the classroom. It effectively improves classroom learning efficiency and teaching effects. The SPOC blended teaching mode has garnered attention from frontline college English teachers in colleges and universities. Our university is located in Hainan, and combining SPOC with the reform and development of college journalistic English teaching is an important topic worthy of exploration and research. It has an irreplaceable role in cultivating foreign language talents who promote the construction of Hainan Free Trade Port. Using the "U Campus" online learning platform, combined with the actual situation of students, and incorporating SPOC blended teaching can create a more optimized teaching environment for teachers and students.The SPOC blended teaching model discussed in this paper mainly adopts a small-scale online and offline blended teaching mode. The online teaching uses self-made SPOC videos and other content of the university journalistic English teaching research group and course materials from the U campus platform, implementing a mixed teaching mode. Before implementing the blended teaching mode, the teacher team formulated corresponding teaching plans, teaching video materials, blended teaching designs, and course evaluation systems based on the "iEnglish" textbook published by Foreign Language Teaching and Research Press. The teaching purpose is student-centered and teacher-led. Additionally, the college English teacher team organizes online journalistic English materials according to the professional characteristics of students and the specific college English learning level of journalism students.

The teaching mode is designed as an online + offline blended teaching mode of "pre-class" online independent preview (U campus platform) + "in-class" SPOC-based classroom input + "after-class" evaluation feedback (U campus platform). It includes three stages: before class, teachers require students to prepare materials related to college journalistic English, release content related to the units involved in the "iEnglish" textbook and courses, and provide special SPOC content. Teachers also arrange students to preview in advance, and check their self-learning situation online. Students follow tutorial materials released by the teacher before class, view corresponding SPOC material videos and training modules through the U campus platform, and read related articles, prepare materials required for group activities, and leave messages on the platform for

problems encountered in the preview.

During in-person course input, teachers actively check students' completion status and question feedback, guide students to complete in-class activities, explain the important and difficult points of knowledge for questions on the U campus platform (message board part), and explain the key difficulties commonly reported by students to guide them to think and solve problems independently. Students conduct group discussions in combination with the resources provided by teachers in the course, analyze and verify conclusions based on the discussions, and finally present the results to consolidate the key points of the knowledge they have learned.In after-class evaluation and feedback, the teacher evaluates in-person teaching, combines the effectiveness of student group activities, finds out problems existing in offline teaching. They then revise their teaching plan and methods to supplement any lack of teaching resources in the unit. At the end of the course, the teacher consolidates the learning content covered in class, organizes group activity records and knowledge points, and helps students improve their comprehensive application ability in college English.

1. Online Self-Preparation before Class

After receiving system information, students can preview relevant materials in the learning area based on their individual learning plan. They can also learn classroom knowledge in the practice area. During this stage, teachers and students can interact in an online area, while learners can also study independently using their own mobile software. This stage is crucial to the success of classroom education. Therefore, it is important to strengthen supervision and control in this area. To better integrate students into English learning, teachers can provide an interesting situation at the beginning, which will help students discover their language and knowledge gaps during the learning process.

2. In-Person Classroom Input based on SPOC in Class

After completing the pre-class preview, students will have constructed their own knowledge. They can then use various activities such as group work, situational dialogues, role-playing, and keynote speeches to internalize their knowledge online. Teachers act as students' tutors, responsible for asking questions before class, checking learning effects, and providing guidance for online teaching. After relevant teaching is completed, it will be evaluated and summarized. To promote student engagement, teachers create a diverse open classroom and conduct brainstorming sessions on the subject of the course. Classroom activities include writing, statements, debates, and more, with students making targeted choices based on their reading ability. Teachers approach these activities from three perspectives: structure, content, and language, allowing students to fully explore their language potential, apply learned content to output work, make up for their shortcomings, and achieve the goal of integrating learning with application.

In-person classroom input involves face-to-face learning and practice between teachers and students offline. Currently, most college English courses are arranged for offline classrooms twice a week. In the first class, students present in groups according to the theme of group activities arranged by the teacher. After a group's presentation, the rest of the groups ask questions based on the content of the group's display. The teacher then asks a question for the group to answer and make comments. In the second class, teachers rely on the "U Campus" platform to display the problems that students discovered during independent learning. They organize students to discuss and finally focus on displaying and solving problems, enabling students to better grasp and internalize knowledge. In the offline classroom input, teachers and students can communicate face-to-face, allowing students to fully appreciate the correlation and connection between pre-class online learning and in-person classroom learning and realize the importance of online learning.

3. After-class Evaluation and Feedback for SPOC Blended Teaching Mode

The main objective of college English courses is to enhance students' comprehensive English application abilities, improve their independent language learning skills, enhance their cultural literacy, and intercultural communication abilities. Throughout the teaching process, particularly during the SPOC-based in-person classroom input process, students ultimately achieved oral output on the corresponding unit topics assigned by the teacher before the "U Campus" class via group discussions and presentations, which improved their language ability. With the assistance of the "U Campus" platform, the journalistic English team made full preparations for the theme of each unit during the online self-preparation stage before class. They arranged relevant theme scenes and set group task goals, which effectively promoted the improvement of students' comprehensive language application ability. During the pre-study stage, students can leave messages to discuss the relevant content of the topic through the U Campus platform and submit group discussion videos for evaluation by other groups. During the offline oral English output, teachers can guide students to evaluate and learn from excellent and typical works and share how to use appropriate language to effectively output the relevant unit content. Finally, students modify and upload the discussion video works related to the pre-study topic to the "U Campus" platform to further

optimize their learning experience on the topic of each unit.

The evaluation stage includes online teaching effectiveness evaluation and teaching effect evaluation. General English online teaching has established corresponding input task learning effect monitoring, including text reading, word, and sentence usage. Individual and overall performance are counted and analyzed, and changes are made accordingly based on the data. Class evaluation can be divided into immediate evaluation and unit assignment output evaluation. During the teaching evaluation stage, the teacher can make real-time evaluations on the selection of reading materials related to the topic and the training results of the output sub-tasks and put forward corresponding teaching opinions to grasp the progress of teaching.

4. Thoughts on the SPOC Blended Teaching Mode of College Journalistic English based on the "U Campus" Platform

The SPOC teaching system based on "U Campus" integrates a variety of teaching concepts, teaching resources, and teaching methods, and efficiently integrates teaching resources, activities, strategies, evaluation, and feedback. This system creates a personalized, exploratory, cooperative, interactive, and diverse learning atmosphere, significantly improving students' language output, changing the previous passive learning mode, and enabling students to shift from individual independent learning to teamwork learning. In this mode, teachers expand the depth of classroom learning, help students internalize knowledge, develop critical thinking, and improve learning efficiency.

5. Conclusion

In conclusion, college English plays a crucial role in the training and improvement of students' basic language ability. As an open platform, "U Campus" is integrated into the pre-class and after-class of the SPOC blended teaching mode of college journalistic English. This personalized and targeted teaching experience and teaching mode will be more prominent in the future, and the final educational practice effect will be significantly improved. In short, we should make full use of the combination of SPOC and the "U Campus" platform to create a good experiential teaching environment, cultivate students' English output ability, and help build a socialist cultural power.

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About the author:

Peng Liu (1986-), lecturer, research focus: English Language and Literature (mainly Western countries social culture);

Zhisong Fu (1978-), Associate professor, research focus: English education and modern technology;

Jie Yang (1989-), lecturer, research focus: English Language and Literature.