Study on the effectiveness of SPOC-based blended teaching reform of College English in the context of Higher Vocational Enrolment Expansion

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Abstract: This paper attempts to explore the research strategy of SPOC blended classification teaching reform based on higher vocational English, on the one hand, it can solve the shortage of teachers caused by the expansion of enrolment, on the other hand, it can help realise the combination of engineering and learning by using modern information technology to carry out the reform of SPOC blended curriculum, which can enable students to use flexible time for effective learning and effectively improve students' English learning.

Keywords: the expansion of enrolment; higher vocational English;blended learning; information-based teaching

1.Introduction

The Government Work Report of 5 March 2019 proposed to "reform and improve the examination and admission methods of higher vocational colleges and universities, encourage more fresh high school graduates and retired military personnel, laid-off workers, rural migrant workers to apply for the examination, and massively expand enrolment by one million this year."

The expansion of higher education by one million is both an opportunity and a challenge for the nation's higher vocational colleges and universities. The diversification of the source of higher vocational students also poses new challenges for the teaching of public English courses, how to solve the shortage of teachers caused by the expansion? How can the teaching of English in higher vocational education be made more effective? How to ensure the quality of teaching is an issue faced by every public English teacher. Therefore, the reform of public English teaching in higher vocational education is imperative.

1.1 The importance of research on blended learning reform based on SPOC in the context of expanding higher education enrolment

The 2019 "Guidance of the Ministry of Education on the Formulation and Implementation of Professional Talent Cultivation Programmes in Vocational Colleges and Universities" also clearly proposes that senior vocational colleges and universities should adapt to the new requirements of "Internet + Vocational Education", comprehensively improve the ability of teachers to use information technology, and draw on the advanced theories of vocational English teaching at home and abroad and the modern theory of information technology teaching. Based on them, the author proposes that the blended teaching mode of senior vocational English can help solve the predicament of public English teaching after the expansion of senior vocational enrolment, and promote the transformation of English teaching from "teaching" to "learning".

1.2 Current state of research on higher vocational enrollment expansion

There are currently more than 200 journal articles on the expansion of higher vocational education and training on the Knowledge Network. Scholars for the expansion of higher vocational education enrolment launched a lively discussion,Professor Dong Gang, the National Higher Vocational College Principals Joint Meeting Chairman, pointed out that the expansion of millions of enrolment has the strategic significance of "service to the foundation of the country, service to the people's livelihood, and service to the development of vocational education with Chinese characteristics".Professor Zhou Jiansong, Secretary of the Party Committee of Zhejiang Finance Vocational College, believed that the "1+3" student source will be the new theme of higher vocational enrolment, where "1" refers to graduates of intermediate vocational schools (technical schools) and "3" refers to graduates of veterans, migrant workers and people who have been sent to work in lower vocational schools. Therefore, "the complexity and diversity of the student source will challenge all aspects of teaching management, content organisation, teaching methods and training approaches of higher vocational institutions" . And "the challenges of higher vocational colleges and universities under the new situation and policy due to the changes in the student population, all higher vocational colleges and universities need to think about and explore new reform paths to cope with the new changes ".

The main problem caused by the general expansion is how to digest and absorb the new students, while the expansion "is not only the expansion of the number of capacity, but also the expansion of enrolment channels, which brings a comprehensive reform triggered by the restructuring of the student population. Non-traditional fresh student sources of educational background, learning style, learning ability, learning needs and high school students are very different, talent cultivation target positioning needs to be redesigned ". Domestic experts and scholars have pointed out the new problems that colleges will face in the future, and pointed out the direction for deepening the reform of teaching and learning in colleges, but the specific new ideas for reform and new ways should be actively explored by our colleges in combination with the actual situation of the school in practical teaching and learning to move forward.

1.3 Status of domestic and international research on SPOC blended teaching mode

Mobile learning (M-learning/M-education) originated from a report by Dr Desmond Keegan, an international distance learning expert,Dr Desmond Keegan (Keegan) reported in 2000 from the perspective of distance learning into three stages of learning: distance learning, e-learning and mobile learning . With the integration of mobile technology with educational technology, adult education, computer science, information technology and other fields, mobile learning has gradually become an academic hotspot and a core area of concern for related disciplines . With

the deep integration of modern information technology and education teaching, research on MOOC, micro-courses and flipped classroom teaching mode is also heating up. In the context of "Internet +", blended learning, that is, the combination of classroom face-to-face teaching and online learning teaching forms, rapid development in the world , SPOC blended teaching model also came into being, the frontline teachers have begun to study how to combine the advantages of traditional learning methods with the advantages of networked learning (e-learning), They are combined and used in practice in order to achieve better learning results.

1.3.1 The status of foreign research

Professor Armando Fox (Armando Fox), a professor of computer science at the University of California, Berkeley, USA, first proposed the concept of SPOC (Small Private Online Course), Small Scale Restricted Online Course was used it in the branch campuses in 2000; Harvard University and San Jose State University offer SPOC courses based on the edX platform.

1.3.2 Current status of domestic research

Tsinghua University was the first to create SPOC courses in China on May 2014, it launched an internationally leading course in group teaching mode based on new information technology. Peking University of Information Science and Technology, Peking University of Posts and Telecommunications and Xi'an Jiaotong University have piloted blended teaching based on SPOC. At present, Guangdong Vocational College of Foreign Languages and Arts is also actively exploring the innovation of SPOC's hybrid teaching mode of "pre-course + in-course", "online + offline", taking into account the characteristics of SPOC and the current situation of vocational English teaching reform in higher vocational education.

2.Research means of blended teaching reform of higher vocational English based on SPOC

2.1 Macro studies

The research studies the current situation of English teaching in Chinese colleges and universities in a step-by-step manner based on the cultivation goals of public college English and the current situation of industry English teaching resources,clarify the job requirements according to students' majors, and then select suitable teaching platforms, methods and tools to classify students according to different job groups, and set up the corresponding industry English courses based on the job requirements.

2 Micro research

In the design of blended English teaching, different teaching plans, teaching objectives, teaching programmes and assessment systems are formulated according to the actual English bases, learning abilities, job requirements of different categories of students as well as the individual needs of students, different teaching methods are adopted for lectures. In designing the teaching content, attention is paid to supporting the teaching content with the job content, and the practical teaching is constantly reflected, combined with the feedback from teachers and students, to constantly optimise the teaching design, so as to achieve a seamless connection between the teaching content of higher vocational industry English courses and students' jobs, and consequently to achieve satisfactory teaching results in practice.

2.3 Case study

Formulate a learning programme with personalised needs, students can choose different numbers and types of learning tasks for effective learning through the mobile teaching platform;the author take the expansion of special students as a pilot, use the existing mobile teaching platform, build a personalised Industry English SPOC blended teaching platform based on the newly developed curriculum design. Through the problems found in the process of practical teaching, we propose solutions, constantly reflect and improve, and practice and practice again to achieve the best teaching effect.

3.The Research Effect of Blended Teaching Reform of Higher Vocational English Based on SPOC

In 2019, the author started to try to reform the blended teaching of public English, and the reform has been recognised and welcomed by teachers and students, which is more targeted than the traditional English teaching mode and pays more attention to teaching according to students' ability, and therefore it has also achieved promising results.

3.1 Improve the teaching effect by using information technology teaching tools

Micro-video, multimedia courseware learning and online tests are used to solve the difficult points of the course so that students can study before the class, consolidate and improve during the course and review after the class, reinforcing the timeliness and relevance of the teaching.

3.2 Rich teaching activities to enhance students' classroom participation

The use of mobile teaching platforms, i.e. Superstar Pan-Asia Network Teaching Platform and Tsinghua Online Platform,they changes the form of classroom activities, stimulates students' interest in learning and improves the efficiency of classroom teaching.

3.3 Enhancing Higher Vocational Students' English Practical Application Skills Based on Industry English Project Tasks

It helps to improve the practical English application ability of college students on the basis of industry English project tasks; it emphasises the students' main body status; cultivates the students' good learning habits of independent inquiry and problem-solving ability through independent learning.

3.4 Assists in the testing of learning effectiveness in multiple ways

SPOC blended learning, supported by modern technological means, can collect data on students' learning process and make multi-dimensional evaluation of students' learning, which includes students' learning psychology, learning behaviour, learning strategies and learning effectiveness, etc.; therefore, the measurement feedback of blended learning to students is not just a report, but a multi-dimensional

cognitive diagnostic report on students' learning process. It is a multi-dimensional cognitive diagnostic report on students' learning process, and teachers can make appropriate adjustments to the teaching process according to the report,thus the feedback report is beneficial to students' future English learning.

3.5 Optimising the measurement of course learning

Blended learning enables personalised, multi-dimensional and diagnostic measurement of learning in blended learning environments.

3.6 Helps to extend learning and encourage independent learning

Blended course is designed to alleviate the problem of high pressure of course delivery. On the one hand, the online course allows students to use fragmented time to consolidate and extend classroom learning, and on the other hand, learners can achieve independent learning without time and space constraints and can study independently anytime and anywhere.

4.Conclusion

In the past, most university English teachers ignored the diversity and differences of the groups enrolled, they did not take the students' professional requirements into account, and focused only on cultivating the students' comprehensive English listening, reading and writing skills. As for the in-service kindergarten teachers, in-service workers, retired military personnel, laid-off unemployed, migrant workers and new professional farmers and other social personnel, there are relatively big differences in their age, learning foundation, learning ability, learning needs and other aspects, the research of this thesis starts from the current level of the current situation of the in-school college students of higher vocational specialities after the expansion of enrolment, to explore a new English teaching methodology and mode, And try to carry out online mobile learning plus offline classroom learning hybrid new mode of industry English teaching for different professional job group categories of students.

With the rich resources of mobile teaching platform, multiple channels of dissemination, easy to use and other features, blended teaching mode allows students to personalise their choice of appropriate teaching resources and learning methods, teachers choose resources according to the needs of students,thus students can get the maximum development as far as possible, It can better meet the needs of their future work and life through greater theoretical and practical innovation.

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