

Blended Teaching Reform of College Viewing, Listening& Speaking Course based on SPOC

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Abstract

In the new era of information technology, teaching reform integrating new technology is unstoppable. To realize the deep reform of teaching is to integrate the information technology and education at depth. The organic integration of “independent online learning” and “face-to-face teaching classroom” will become a guiding direction for the teaching reform in college education. As the demonstrative project of College Education Reform in Guangzhou Huashang College, the blended teaching mode of College Viewing, Listening& Speaking Course, breaks the limitation of time and space, and the shortage of traditional one-way classroom teaching, by integrating the SPOC course into the blended teaching, so as to realize the organic combination in the promotion of English language and culture and the building of correct values among students.

Keywords

SPOC; College Viewing; Listening& Speaking Course; Blended Teaching Reform.

1. Reform Background

MOOC--Massive Open Online Courses, has attracted global attention since it was launched by Stanford university and other universities in 2012. The number of students registered in MOOC are also growing rapidly in China, which has had a significant impact on China's higher education. With the advantages of flexibility and openness in network, teaching reforms based on MOOC have brought new vitality and direction for the educational reforms, and greatly promoted the development of teaching reform in the information age. However, since MOOC is opened at a unified time and oriented to the whole network of students, all the students have to learn at the same time dimension, which will in turn result in many difficulties in managing students' online learning and guaranteeing the students' online learning activities. Although the learning activities can be supervised with special technical support, it has a very high requirement of the teachers and this is not conducive to promoting the blended teaching reform. However, in SPOC--Small Private Online Courses, all these problems can be solved. In the blended teaching reform based on SPOC, the students will be managed in the small unit of class, then teachers can join in the teaching team and be assigned with their corresponding class to supervise the online and offline learning activities of students, which is helpful to ensure the quality of mixed teaching and achieve the final goal of building blended first-class curriculum. Thus, as the demonstrative project of *College Education Reform in Guangzhou Huashang College*, puts forward the blended teaching mode of *College Viewing, Listening& Speaking Course*, and breaks the limitation of time and space, and the shortage of traditional one-way classroom teaching, by integrating the SPOC course into the blended teaching, so as to realize the organic combination in the promotion of English language and culture and the building of correct values among students.

2. Key Problems to Solve in the Curriculum Reform

The reform and innovation of curriculum in colleges and universities is an important gripper in curriculum construction, and first-class course construction based on the blended teaching mode of online and offline class will become the important way and carrier of college teaching reform. The reform mode of *College Viewing, Listening& Speaking Course* integrating the SPOC course into the blended teaching, intends to solve the key problems are as follows, so as to realize the organic combination in the promotion of English language.

(1) To solve the problem of “insufficient input” and the teaching pain of “difficult output” for college English teaching

(2) To solve problem of the traditional single way of college English teaching: unable to meet the learning needs of contemporary college students; difficult to arouse the enthusiasm of students; silent classroom atmosphere; low effective interaction rate; unsatisfactory English listening teaching effect

(3) To solve the problem of insufficient utilization of online course learning resources from students, unsatisfactory online course learning effect; inadequate guidance and supervision of online learning behavior of students; low online learning initiative and learning enthusiasm of students

(4) To establish the student-centered, task-based and activity-based, output-oriented teaching concept through the reconstruction of teaching goal, teaching content and teaching environment, the adjustment of the course system, the strengthening of the integration of information technology and teaching reform, and the carrying out blended teaching reform of online and offline courses; To solve the problem of innovation in the reform of teaching and learning

3. Implementation Path to the Curriculum Reform

Course English Teaching team of Guangzhou Huashang College started the blended teaching reform of *College Viewing, Listening& Speaking Course* since the autumn term in September in 2021. This reform is based on the high-quality SPOC recorded by the team. Taking school-recorded online course as the foundation, the reform effectively integrated the ideological education concepts into the teaching content, teaching activities, teaching management and teaching evaluation, teachers' words and deeds, which is helpful to ensure the quality of mixed teaching and achieve the final goal of building blended first-class curriculum.

The blended teaching reform of *College Viewing, Listening& Speaking Course* based on high-quality school-recorded SPOC is mainly implemented through the following four aspects: the construction of *College Viewing, Listening& Speaking Course online course resources under the guiding thought moral education and life value establishment*; the construction of the expand resources for “second classroom” The editing of the series of *College Viewing, Listening& Speaking Course* textbooks by integrating the upward resources form the new era; the implementation of blended English teaching reform based on the school-recorded SPOC course.

(1) The construction of *College Viewing, Listening& Speaking Course Online Course resources under the guiding thought moral education and life value establishment*;

The College English course demonstrative team selected excellent teachers' team, completed the recording of *College Viewing, Listening& Speaking Course Online Course* completed in June 2021. At the end of 2021, the course has been identified as Guangdong Provincial First-class Online Courses, which is online at the website of (Chaoxing) silver online course, and the online course alliance of Guangdong-Hong Kong-Macao Greater Bay Area. The course has been online for four periods, July 31—October 31 in 2021, November 1(2021)—January 4(2022), January 5—April 30(2022), May 1—June 30(2022) respectively. 9761 cumulative number of students completed the selection of the course the course learning, with views of the pages amounting

to 21998822 times, the cumulative amount of interaction 153128 times and the interactive post achieving 81062.



Fig 1. Honorary Certificate of College Viewing, Listening & Speaking Course Online Course

College Viewing, Listening & Speaking Course Online Course integrates the shaping of values, knowledge and ability training organically. Each unit is divided into five modules: news listening strategies, audio-visual training I & II, speaking strategies, culture and thinking training. The course intentionally selects the materials and video relating to the topics such as Chinese dream, the responsibility of young people, the national progress in science and technology, love and universal love, the red culture, healthy body as the expanded teaching resources and designs many flexible teaching and learning activities and task, in order to promote the construction of students' autonomous learning, construct an open, personalized, diversified network teaching environment. These distinctive course features are highly evaluated by the students, other colleges and educational institutions and medias.

(2) The construction of the expanded resources for “second classroom”

2021 年广州华南学院
外国语学院红色故事英语说大赛章程

为庆祝中国共产党百年华诞，深入学习贯彻习近平总书记“七一”重要讲话精神，关于弘扬红色文化、传承红色基因的重要讲话指示精神，引导学校师生深入学习党史，激发全校学生爱党爱国情怀，鼓励青年学生用英语弘扬中国红色精神、传播中国红色文化，全面提升学生文化自信和英语语言综合运用能力，将课程思政理念内容有机融入课程，增强学生的文化自信，厚植学生的爱国情怀，广州华南学院外国语学院大学英语部现举办面向全校非英语专业本科生的“重温红色经典、传承时代精神”红色故事英语说大赛。

一、大赛主题
“重温红色经典、传承时代精神”红色故事英语说

二、主办和承办单位
外国语学院大学英语部

三、参赛对象
广州华南学院全体非英语专业学生

四、大赛形式

1、初赛：红色故事英语说
红色故事资料来源：《共产党员应知的党史小故事》（节选 15 则，人民日报社政治文化出版，人民出版社 2019 年出版）原文译英范文。
参赛学生通过批改网 <http://www.pigai.org/> 或批改网 app 注册账号，搜索作业号，诵读指定红色篇章，按照分数排名，排名前 60 名学生进入决赛阶段。批改网作业号：① 2511485，② 2517057（两篇任选一篇，或两篇都参与，以高分为准，初赛诵读提交截止时间 11 月 22 日 23:59）。

注：① 每位学生需修改名称为“**学号+姓名**”，信息不全，参赛资格作废；
② 学生参赛作品必须为本人作品，严禁他人代为参与，一经发现，参赛资格作废。

2、决赛：红色故事英语说
采取录制英文视频的形式，故事题目自拟，围绕革命人物、革命文物、革命事件、和革命精神，真情讲述感染人、教育人、鼓舞人、塑造人的红

色故事，视频内容积极向上；可选择红色家书、红色故事、红色历史、红色人物、红色景点、红色文物、红色影视剧、红色标语故事、红色革命精神等。

视频音频须为英文，配中英双语字幕，可以选择演讲、朗诵、配音、诗歌、说唱、舞台剧等形式完成；故事讲述形式不限，为丰富故事讲述的多样性，可以合理运用艺术表演形式进行讲述；故事时长为 4-10 分钟，片头部分请标注作品的题目及参赛者的基本信息；参赛作品应为原创，录制格式为 MP4，要求视频图像清晰，播放流畅，大小不超过 1G。

入围决赛选手在规定时间内（11 月 23—12 月 5 日）发送自己的作品至大赛指定邮箱 hxydyb@qq.com，命名方式为“**2021 红色故事英语说+班级+学号+姓名+指导教师姓名**”。

注：① 每位学生只能发送一次作品，多次发送则以第一次作品为准；

② 学生参赛作品必须为原创，否则参赛资格作废；

③ 参赛作品命名信息不全，参赛资格作废。

五、大赛时间

初赛：2021 年 11 月 15 日~11 月 22 日

决赛：2021 年 11 月 23 日~12 月 5 日

六、评审形式

初赛：根据批改网分数排名评选前 60 名学生进入决赛

决赛：由评审专家评选后选出

七、奖项设置

1、**参赛学生**：特等奖 1 名，一、二、三等奖和优秀奖各若干名，颁发相应证书，获奖学生可依照《广州华南学院学生学年综合测评暂行办法》申请加分。

2、**优秀指导教师**：表彰指导学生获得特等奖、一、二、三等奖的教师为优秀指导教师，由主办单位授予“优秀指导教师奖”证书。

八、获奖名单公布

获奖名单于 2021 年 12 月 21 日公布于外国语学院官方公众号。

Fig 2. The Constitution of Oral English Contest on “Telling Chinese Red Stories in English”

The teaching team constructed a series of expanded resources by holding second classroom activities such as Scholar Forum, Lecture about SLA (Second Language Acquisition) Strategy,

National College Students' English Contest, Translation Contest of Xi Jinping's Quotation, English Writing Contest, Oral Contests of Telling Chinese Stories to enrich the resources of English teaching and learning, and stimulate students' learning and teachers' teaching enthusiasm, and build a diversified and comprehensive interactive auxiliary resources.

For example, in 2021, foreign languages department of Guangzhou Huashang College hold an English writing contest on the topic of "Love my Country, Love my Hometown", and an oral English contest on the topic of "Telling Red Stories in English", aiming to guide the teachers and students to learn the history of the party, inspire students to love the party and their patriotism, encourage young students to carry forward the spirit of the Chinese army, improve students' integrated ability of English language, enhance the students' cultural confidence, and strengthen their patriotism.

(3) The editing of the series of *College Viewing, Listening& Speaking Course* textbooks by integrating the upward resources form the new era

College Viewing, Listening& Speaking Course Online Course is based on the school-compiled teaching textbooks of foreign languages department of Guangzhou Huashang College, *College Viewing, Listening& Speaking Course (Volume I-IV)*, in which all the reform members of the course all take part in the editing of the book. The book was published by Fudan University Press, 2020. The Online course is in consistent with the six topics in *College Viewing, Listening& Speaking Course (Volume I)*. Teachers and students from other colleges and universities can choose select suitable series textbooks as a students' autonomous learning resources to carry out the blended teaching reform of online and offline teaching, In the compiling the textbook, the teaching and compiling team clearly put forward the Chinese excellent traditional culture, the spirit of the age as leading concept of the textbook of principles, and integrated the materials of the new era into the design of each unit, in order to achieve the organic integration of the impartment of English language knowledge, the cultivation of ability, the quality of the ascension and the long shape of value.

(4) The implementation of blended English teaching reform based on the school-recorded SPOC course

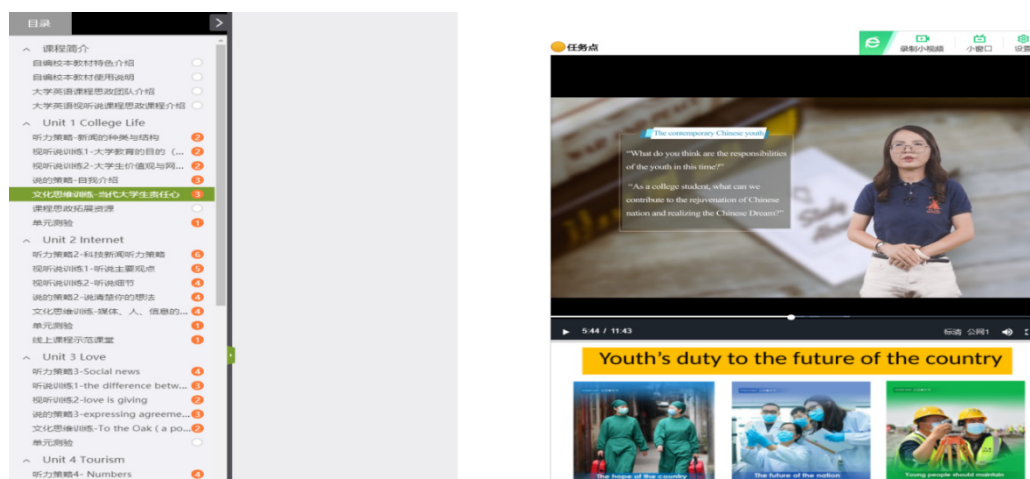


Fig 3. Screenshot of the SPOC course

During the process of teaching reform, College English teaching team of Huashang College also integrates the online course -- "College Viewing, Listening & Speaking" from the online course platform Chaoxing with the classroom offline teaching to carry out an integrated mode of teaching. This online course was recorded by the excellent college English teaching team of renowned senior professors, backbone teachers, and young teachers from Huashang College, which purposely, tactfully, and softly incorporates the ideological and political elements into

each period of online course. With the application of intelligent learning Apps and online learning platform, this new mode of teaching would help to break the restriction of traditional one-dimensional teaching and the space and time limit of audio-visual classroom training, creating a student's orientated mode of teaching, which can help to strengthen students' subjectivity and expand the dimension and breadth of education during the whole process of teaching and learning.

The whole process of the blended teaching of online and offline class consists of three stages. In stage one, the Online leaning before class is mainly carried out and managed on the Chaoxing Learning App, the Online Platform of Guangzhou Huashang College, WeChat group. Before the study of each unit, teachers will release the unit learning objectives and task lists to Ss before the start of online course through the Online Platform of Guangzhou Huashang College; Students receive the task list of each unit, and then should complete the video learning of online course in each unit, join in the online discussion, and finish the unit test of Unit 2.

In stage two, the blended Online and Offline Learning in class, teachers will have a brief review and check of the contents of the online course in each unit and will release some pre-class tests to check the quality of students' online learning. Then teacher will carry out many activity-based, task-based, project-based activities in the class to promote the construction of students' autonomous learning, and construct an open, personalized, diversified network teaching environment.

In stage three, the online learning after class. Students need finish the after-class tasks online while teacher will make comments on the students' tasks and give them some feedback. Also, Students can put forward the difficulties they encountered in learning through Chaoxing Online Learning App, class WeChat group and QQ group. Teachers will answer their questions online and upload and share the supplemental resources for all the students in school through the online platform.

4. A Case Study of Blended Teaching

In this part the teaching design of *Unit 2 Internet* from *College Viewing, Listening& Speaking Course I* will be taken as an example to show how to integrate the "independent online learning" and "face-to-face teaching classroom" based on SPOC online course and the ideological education theory.

Stage 1 Before Class: Online learning (30 min)

(1) Teachers raise the questions for Ss to think about before the start of online course leaning through the Online Platform of Guangzhou Huashang College:

- a. What are the functions of news? What tips do you have for reading or watching technology news?
- b. How can we get the main ideas and the details of the news?
- c. What are the roles of interviewers and interviewees?
- d. With the development of Internet and social media, the relationship among media, information and people change dramatically, how can we be responsible message creators? How can we find credible information?

(2) Teachers release learning Objectives of Unit 2 to Ss through the Online Platform of Guangzhou Huashang College:

Teaching objectives include 3 perspectives: knowledge, competence, and literacy.

For linguistic knowledge part, we are going to learn the Internet-related words and expressions, latest technology achievements and the influence of technology on our lives.

For competence perspective, we'll try to understand the function of news headline and lead; use news structure for predicting the main idea, which can help us improve the listening skills for tech news. We can practice our speaking skills on clarifying our point of view and

elaborating our ideas. The communicative skills are introduced in the interview part. For literacy cultivation, we can discuss the relationship among internet, information and people. Let's witness the achievements of Shenzhen with the support of internet technology to further our understanding of Core Socialist Values.

(3) Teachers release the learning task of Unit 2 through Chaoxing Online Learning App: Students should complete the video learning of online course in unit 2, join in the online discussion, and finish the unit test of Unit 2.

Stage 2 In Class: Online and Offline Learning (90 min)

(1) T asks the Ss to sign in the class through Chaoxing Online Learning App:

(2) T has a brief review and check of the contents of the online course and leads the Ss to topic of the stories in the Telling Chinese Stories section of Unit 2.

(3) T release the pre-class test of Unit 2

(4) T releases the lead-in activity to the class through Chaoxing Online Learning App:

Brainstorm the words related to Internet.

(Procedure: Ss submit words related to this topic through the Online Learning App--T casts word clouds on this topic on the screen)

(5) T releases the interactive activity 1 to the class through Chaoxing Online Learning App:

Topic Discussion: How to shield you from fake news or misinformation?

With the development of Internet and social media, the relationship among media, information and people change dramatically. Discuss on the topic according to the following outlines:

a. How can we be responsible message creators?

b. How can we find credible information? How to shield us from fake news or misinformation?

c. How can we protect our privacy and data security in the information explosion era?

(Procedure: release the topic through the Chaoxing Online Learning App--Ss submit their answers on the app--T cast Ss discussions on the screen f-- Ss Volunteer to make an oral presentation of their answers to the topic in front of the class)

(6) T releases the interactive activity 2 of the class through Chaoxing Online Learning App

Group Discussion: Who is the best spokeswoman/ spokesman?

Please make a news conference and pick up a spokesman for your team on the theme of Winter Olympic Games 2022: Together for a shared future, and discuss about the Chinese traditional culture embedded in the theme.

a. T divides the class into groups.

b. Each group select one interviewer and the other students are interviewees.

c. Summarize the points.

(Procedure: T release the topic through the Chaoxing Online Learning App--group discussion--group presentation--group spokesman presentation--T's conclusion)

(7) T releases the After-class task:

Please search on the Internet and find out some moving stories related to technology and innovation. What is the most touching part of the story?

Choose one story and retell the story. Make sure you cover the important elements of storytelling.

(8) Summary of the class

a. T emphasizes the drilling targets of listening, viewing and speaking.

b. Ss review Basic Required Qualities and Proper Values of College Students, Media Literacy, Love for the Hometown and Love for the Country.

Stage 3 After Class: Online Learning (30 min)

(1) Students finish the after-class tasks online; T makes comments on the Ss tasks and give them the feedback.

(2) Students put forward the difficulties they encountered in learning through Chaoxing Online Learning App, class WeChat group and QQ group; Ts answer Ss questions online and upload

and share the supplemental resources for all the Ss in school through the online platform.

(3) Ss deepen their study: Advanced Task

Please watch President Xi Jinping's New Year's speech for 2022 and write a passage about the topic: How do you understand and practice **“Let the party rest assured, I am with a strong country”**.

5. The Significance of Curriculum Reform

The teaching reform team puts forward the specific path and methods to the implementation of blended teaching of online and offline teaching based on school-based SPOC while integrating the ideological and political education into college English teaching, and shows concrete measures in how to implement the blended teaching with new technology in college English teaching through some related cases. During the process of curriculum reform and practice, the college English teaching reform team from Foreign Language Department of Guangzhou Huashang College, holds on tightly to the basic task of moral and value education to realize the ideological and political education reform in college English, aiming to form an radiating, advanced and propagable experience and mode for other universities, ensure the quality of mixed teaching and achieve the final goal of building blended first-class curriculum.

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