# Research on the Design of Flipped Classroom Teaching Mode of College English Based on "SPOC + Small Classroom"

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**Abstract**: With the continuous development of social science and technology, the education mode of "Internet + education" has been widely applied, for instance, micro classroom and online one to one teaching methods have been popularized. SPOC, whose full name is Small Private Online Course, is a small private online course, which is a small-scale restricted online course. It is a model of online open courses in the "post MOOC era". SPOC is a hybrid learning mode combining classroom teaching and online teaching. It uses MOOC lecture videos (or the online evaluation function of MOOC) to implement flipped classroom teaching. This teaching mode promotes not only the innovation of traditional classroom teaching, but also the flexibility and suitability of university education. Taking college English teaching as an example, this paper discusses the integration and innovation of college English teaching and modern technology through the education mode of "SPOC + small class" to promote the reform of college English teaching mode and the development of English teaching and improve the quality and efficiency of English teaching.

As we enter an information age, education has entered the information age. At present, we can realize personalized learning and lifelong learning through the Internet without the limitation of time and region, and promote the continuous development of learning society. Today, the traditional English teaching mode can no longer meet the development needs of students. The introduction of information technology into English teaching promotes the diversified and convenient development of English teaching, and also promotes the renewal of teaching concept, teaching content and teaching methods. Therefore, the innovative teaching mode of flipped classroom of college English based on "SPOC + small classroom" is designed and researched through the combination of "online + offline" resources to create online autonomous learning and collaborative learning, as well as offline community practice and mobile WeChat learning, to promote the development of new teaching mode of college English and meet the needs of current college students for English learning

## 1. The Flipped Classroom Teaching Mode of College English Based on "SPOC + Small Classroom"

### 1.1 Online Autonomous Learning

Online autonomous learning is composed of video courseware resources, unit exercises, video inter-questions, unit detection, unit assignments and supplementary resources. Compared with the traditional classroom teaching mode, video courseware resources are more visual, multi-modal, interactive online presentation teaching. In addition, video courseware resources are not simply a transfer of traditional teaching modes and methods to online teaching, nor are they limited to the transmission of simple language and numbers. They are micro-learning video resources with a clear teaching goal in about 20 minutes that the scientific design of the teaching and the careful processing of the content are carried out. Because it is a "SPOC + small classroom" model, the "online autonomous learning" here requires students to complete the content of autonomous learning before participating in small classroom learning to better prepare for the basic learning of the small classroom. Online autonomous learning is no longer limited by traditional classrooms, and

it is better to promote the change of teacher, return the domination of the classroom to students, and make students the main body and leader of learning. At the same time, online autonomous learning can be combined with the actual situation of students to check for defects and fill gaps and meet the personalized development of students, and enable students to follow their own learning pace, which stimulates students' interest in learning and improve the efficiency of students' learning to better complete various exercises and assignments.

## 1.2 Online Collaborative Learning

The online e-learning platform has the function of common discussion, which can discuss matters related to learning freely. "Online collaborative learning" is to effectively use the discussion function of this platform to form a discussion group of students, teaching assistants and teachers, and build an online learning community to help students solve some difficult points in time [1]. The function of online discussion has great advantages that whether students are watching online course videos or completing homework, they can send their own questions in the discussion area as long as they encounter something they do not understand. The object of this help can be teachers, teaching assistants, or students who are also studying online. In the process of raising and solving problems, mutual exchanges and assistance between students, teachers and classmates are increased. In addition, by discussing issues online, students and teachers can share resources and exchange information to improve the efficiency of resource utilization and maximize the value of knowledge.

## 1.3 Offline Community Practice

The theory of "social practice" has been proposed as early as the end of the 20th century. As a new research framework and method, it has certain theoretical guiding significance for the teaching practice and research of college English. The theory of "social practice" can be used to establish a common agreement between students and teachers, and learn English knowledge and skills through multiple channels and multiple communication methods, to continuously improve students' ability of English language application and comprehensive application. Under the mode of "SPOC + small classroom", the two parts of "small classroom" and "outside the classroom" constitute the teaching method of "offline community practice". Through community practice, teachers provide students with a good English communication environment. At the same time, through diversified group projects or team projects, teachers help students better output and absorb English language knowledge in the process of completing tasks, and help students better digest the knowledge to form their own knowledge. In the mode of "community practice", the main items of the small classroom include task arrangement, knowledge internalization, micro-tasks, and comprehensive application of language; the the main items of outside the classroom mainly includes project practice, knowledge internalization, utterance and comprehensive application. Through the model of "small classroom + outside the classroom", teachers help students better answer questions and increase the communication between students through groups or teams to strengthen students' ability to apply English language.

## 1.4 Mobile Micro-learning

With the continuous development of science and technology, more and more mobile terminals are available to us, and their functions are also increasing. Mobile micro-learning is a kind of micro-learning mode derived from new mobile technology, which has been widely used and welcomed by students. With the continuous updating of WeChat APP, WeChat official account has become a convenient way for people to publicize and learn in society. Mobile micro-learning uses the rapidity and effectiveness of information transmission to push messages directly to personal mobile terminals based on the platform of WeChat official account to provide students with diversified learning contents. It is not only the extension of flipped classroom, but also the effective supplement of flipped classroom. It has the contents and results of "online autonomous learning" and "online collaborative learning" with the use of the WeChat official account of "Beck English" by combining the practice of offline communities to promptly push English related curriculum and learning materials and resources to students and provide students with a convenient and effective

way of learning English online. At the same time, it can also provide a good platform for students to display and exchange online learning results to facilitate students to obtain more learning experience and resources and promote students to learn from each other and improve together [2].

## 2. Application of Flipped Classroom Teaching Mode of College English Based on "SPOC + Small Class"

### 2.1 Introduction to Online Courses and Platforms

SPOC online course resources include micro course video, in class detection, unit assignment, topic discussion and unit detection, all of which are provided to students based on the theme. Micro class video is the core learning resource of the whole SPOC, which has the advantages of shortness and preciseness. It aims at the content of English learning and provide students with clear learning objectives. Each topic has different articles, and each article has six learning modules. Students can learn step by step and solve the problems one by one according to these modules. At the same time, some modules are attached with learning videos, which plays a role in reviewing and consolidating knowledge. In class testing means that a small test is needed according to each class on which the students are taught and targeted questions are set according to the doubts and difficulties of this class to better help students digest the new knowledge they have learned. The unit assignment here is actually designed for students' ability of writing and translation. It trains students' English language output ability, strengthens their online communication, and improves their written language evaluation ability [3]. The topic discussion is a topic put forward by the teacher, and students can freely discuss the replies, which stimulates students' ideological collision and promotes the exchange and sharing of ideas among students. Then unit test is to test the learning results of the relevant content after students have studied a subject to make clear the existing problems of the students, in order to be able to check the deficiencies and make up the omissions in time. At the same time, it also urges the students to consolidate the new knowledge in time and digest the learned knowledge in an effective time.

### 2.2 Teaching Practice

#### 2.2.1 Teaching Process

A complete theme teaching practice must have a certain teaching process to gradually promote the realization of teaching objectives according to the process. First of all, SPOC needs to have enough teaching resources and be ready to release to online related platforms in advance. In addition, students need to log in to "SPOC" with relevant identity and complete relevant learning tasks before class. Furthermore, after finishing the learning task of SPOC, students will enter the small class with the input of language knowledge acquired and participate in various learning tasks related to the topic. At the same time, students can put forward their own knowledge difficulties and communicate with teachers and students. Finally, students need to complete a written article related to the subject of the course that is regarded as the final result of learning [4-5].

#### 2.2.2 Course Assessment

The assessment method of the combination of " procedural assessment" and "final assessment" is adopted in the assessment of students under the flipped classroom teaching mode of college English based on "SPOC + small classroom". In the use of this mode of English teaching, students' online learning will be allocated a certain proportion. "Procedural evaluation" accounts for 60%, and "final evaluation" accounts for 40%. The "procedural evaluation" is divided into classroom performance, online learning and middle examinations, accounting for 10%, 30% and 20% respectively. This teaching mode is a combination of "SPOC" and "small classroom", and online learning is further subdivided into SOPC (15%), MOOC (5%), online audiovisual learning (5%), and online collaboration (5%). The "final assessment" is also the final examination, accounting for 40%. It can be seen that more attention is paid to the accumulation of students' knowledge under this teaching mode. Of course, knowledge can be consolidated well, and the final exam is relatively easy.

## 3. Conclusion

In summary, the flipped classroom teaching mode of college English based on "SPOC + small classroom" greatly promotes students' English learning, and can provide students with many new learning resources and materials. At the same time, this model responds to the development of the times and promotes the advancement of the teaching model with the times, which is one of the directions of the teaching reform in the new era. However, everything is two-sided. While the new era of technology brings convenience to us, new challenges come at the same time. Therefore, the introduction of modern technology into the process of English teaching requires timely attention to the shortcomings in order to improve in a timely manner to prevent adverse effects on students' English learning. All in all, the teaching mode of combining modern technology with English classroom is a long-term exploration project. The road ahead is broad and accompanied by challenges. There is still a need for persistent exploration and research to promote the better development of college English teaching.

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