

Research on the SPOC Flipped Class Blended Teaching Mode of Military English Course Based on the “Production-oriented Approach”

Yang Zhou^a, Dongran Liu^{b,*} and Wanlu Zhao^c

Air Force Communication NCO Academy, Dalian, 116600, China

^azymiracle2020@outlook.com, ^{b,*}melody564460654@126.com, ^c1768815066@qq.com,

Abstract. Under the condition of modern informatization, English learning is of great significance in improving the overall quality of New Type of Military Personnel. The reform and innovation of English teaching is aimed at enhancing the overall quality of our military personnel. This paper firstly attempts to construct the SPOC Flipped Class Blended Teaching Mode of Military English Based on the Output-oriented Approach, study its related concepts in military English teaching, and present an implementation cases, finally provide suggestions on how to realize the innovation of military English teaching.

Keywords: SPOC; Military English; Flipped Class; Production-oriented Approach

1. Introduction

With strong foreign language ability, military man can timely understand the military thoughts and operational requirements of foreign military forces, which is an important way to enhance military combat capacity. Currently, military English courses in military colleges tend to lead to static and dogmatic teaching due to rigid teaching methods and classroom organization as well as its single curriculum evaluation system and the lack of efficient information technology support, all these may hinder the development of students' English ability. These problems urgently need to be solved through teaching innovation. The SPOC flipped classroom Teaching Mode of Military English Course Based on Output-oriented Approach combines language input and output, online classroom and offline practice, so as to stimulate students' interest and enthusiasm in English learning, improve students' learning efficiency, and better cultivate students' intercultural military communication ability of English.

2. Related Concepts

Production-oriented Approach (POA) is an educational model proposed by Professor Wen Qiufang. It takes the Theory of Learning-centered, the Integration of Learning and Application and Whole Person Education as the theoretical basis, and emphasizes the organic unity of teaching activities and practice, so as to realize the combination of input learning and output application. This teaching mode attaches great importance to the application of theoretical knowledge in practical practice, and finally forms high-efficiency and high-quality classroom teaching activities. Applying the Output-oriented Approach to the process of military English teaching, by optimizing the teaching design, we can provide rich content and sufficient practical opportunities for students' English learning, so as to train their thinking ability and English skills, pave the way for their future professional development. Among them, the teaching process is the core link of teaching practice, which runs through the principle of “Student is the main body, Teacher guide”.

SPOC, namely the "small-scale restricted online course", is an online classroom with highly targeted and personalized group teaching + small class management compared with MOOC's large-scale and open courses. Meanwhile, only specific learners with access conditions can join it, which makes it more confidential. SPOC includes micro video, interactive discussion, homework tasks, tests and other elements. Under this condition, SPOC combines offline teaching and carries

out a variety of teaching activities, which reinforces the interaction and participation between teachers and students as well as makes the teaching more flexible and efficient.

Therefore, the SPOC Flipped Class Blended Teaching Mode of Military English Course Based on the “Production-Oriented Approach” can be defined as the teaching that combines input and output learning, and enables students to master military English knowledge and skills through "online + offline" teaching and learning for specific military students.

3. Construction of the teaching mode

The overall design of this mode rely on the Military Vocational Education Platform and self-made online course resources in military college. In the whole process, we should not only pay attention to students' autonomous learning, but also emphasize the inspiration and guidance of teachers. The specific process is shown in Figure 1:

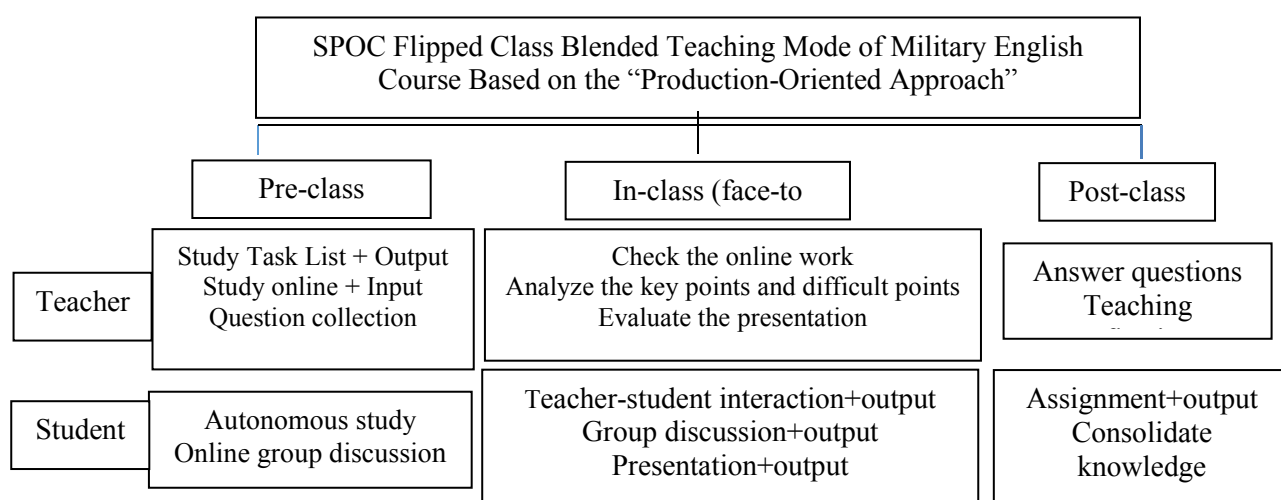


Figure 1

This teaching mode is based on the self-built platform of military network, guided by the output task, follows the principle of the principle of Students Body, Teachers guide, and promotes the learning of input materials, completes the output task and achieves the teaching effect of learning for use through three stages: pre-class, in-class and post-class. The "One Guide and Three stages" and multi-dimensional assessment mechanism that advocated by this mode are as follows:

3.1 One Guide

Military English needs to highlight students' ability to "communicate military affairs in English". Before class, students try to complete tasks through the guidance of learning task list, and stimulate students' desire. Then students watch the input materials on SPOC platform, complete their homework, ask questions and join the discussion to ensure the completion of the initial internalization of basic knowledge. Next, in the stage in-class and post-class, teachers are guided by the output tasks to explain the key points and difficult points, design the activities and task arrangement. Therefore, the concept of Output-oriented runs through the whole process of teaching.

3.2 Multi-dimensional Assessment of the Teaching Mode

Assessment and evaluation is not only an important part of curriculum teaching, but also an important guarantee for learning effectiveness. The SPOC Flipped Class Blended Teaching Mode of Military English Based on the “ Production-oriented Approach ” also needs to develop an incentive and operable assessment mechanism that reflects the performance of students as shown in Table 1:

Online study	online assignment	online discussion	online test	group task	class presentation	assignment after class
by SPOC system	by SPOC system	by teacher	by SPOC system	by student	by teacher & student	by SPOC system & teacher
20%	5%	5%	10%	15%	30%	15%

Table 1 Multi-dimensional Assessment of the Teaching Mode (100%)

4. Application

The learning purpose of military English is to improve students' military language skills, cultivate students' military English communication ability, enables students to use English to carry out military work. After preliminary research and data integration, the author's college has carried out modular design of teaching contents around regular military topics, and designed seven modules, including Military Training, Battlefield Rescue, Daily Reception and Peacekeeping, etc. which are close to actual combat and focus on high efficiency. The following gives the implementation process and method of the SPOC Flipped Class Blended Teaching Mode of Military English Course Based on the "Production-oriented Approach".

Taking the lesson Battlefield Rescue as an example, the output goal of the teaching is to enable the students to master the relevant English expressions of battlefield shouting and battlefield rescue, and cultivate the fighting spirit. The key point is to master the vocabulary and phrases related to battlefield rescue, and the teaching difficulty is to flexibly use sentence patterns to simulate battlefield shouting. Teachers need to make micro-video, audio and courseware with clear language and rich content according to the above teaching plan before class, and provide other auxiliary materials to upload to the SPOC platform as input materials. Students will watch videos and materials online, interact with teachers in real time, put forward and solve difficult problems, thus to promote students' knowledge construction. After that, students need to take the test on the SPOC platform as required and submit their scores. Teachers evaluate the test and formulate the next classroom activities according to the test results. In class, students will be divided into several groups to carry out teaching output activities according to the students' performance online:

Activity 1: Under the guidance of the teacher, students carry out flipped classroom teaching in groups, collect high-frequency words related to battlefield shouting and battlefield rescue, sort them into text, and display them in class. Each group member should be assigned words to explain and answer questions. This activity focuses on cultivating students' ability to study independently and information integration.

Activity 2: Under the guidance of the instructor, the scene of battlefield rescue will be created, the students will make their own battlefield English sitcoms in groups and record the videos. All the students and teacher will comment on the videos one by one. Students make co-operations to formulate scripts, arrange scenes, arrange clothing props, camera and post production. The co-operation among members of the group runs through the whole process. In the class, teachers randomly select groups to conduct on-site simulated battlefield shouting. This activity focuses on cultivating the students' ability to find problems, analyze problems and solve problems, as well as the awareness of teamwork.

After the classroom teaching activities, the teacher will make a comprehensive evaluation and assign test tasks according to the students' online learning and classroom performance. Finally, the teacher summarizes the experience according to the teaching situation at this stage, carries out teaching reflection, arranges the extra tasks after class, and completes the strengthening and consolidation of knowledge.

5. Teaching effect

The SPOC Flipped Class Blended Teaching Mode of Military English Course Based on the “Production-oriented Approach” has achieved obvious results.

1) Students' language practice has increased. Under this mode, students' actual language practice reached 70% of the classroom time. From online to offline classes, they work in the way of "language input - language output - teaching evaluation", which can effectively improve students' language output ability.

2) Students' vocabulary learning efficiency has been increased steadily. Under the traditional teaching mode, students listen more and use less. Under the new teaching mode, language practice is guided by classroom tasks. In the process of continuous input-output cycle, "negative" words become "positive" words, and low-frequency words become high-frequency words. In the examination and test after class, the students' military vocabulary accumulation is better than the traditional teaching mode.

3) The dominant position of students is more prominent. Under the traditional teaching mode, the autonomous learning time of students in each unit is only about 1 to 2 hours after class. Under the new teaching mode, the autonomous learning of students runs through the whole teaching process, and when they cooperate to complete the output task, active construction of knowledge has been built, and their self-study ability has also been better cultivated.

6. Conclusion

To sum up, the SPOC Flipped Class Blended Teaching Mode of Military English Course Based on the “Production-oriented Approach” highlights the military professional needs of students, makes better use of SPOC teaching means, takes students as the main body, and successfully realizes effective learning in the classroom. On the other hand, students can actively play a main role in the learning process. This mode effectively improves students' autonomous learning ability and cooperative development ability, cultivates their ability to apply military knowledge and comprehensive quality. At the same time, this model puts forward higher requirements for both sides of teaching and the administration. Teachers need to master novel information-based teaching methods, update traditional teaching ideas and improve the existing knowledge structure; students need to strengthen their autonomous learning ability and improve their learning methods; the administration departments need to share resources in time, strengthen the construction of their own information resources, and pave the way for improving the quality of teaching reform in the future.

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