Research on Dynamic Evaluation System of College English Blended Teaching Based on SPOC

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Abstract. A form of SPOC application is used as a supplement to classroom teaching. Teachers publish teaching videos online and arrange homework. Students can conduct previews and review after class, complete interactive tutoring in the discussion area, conduct online assignments and tests and the teaching effectiveness of teachers Strengthened before and after class. Second, SPOC can be used to carry out flip classroom teaching. According to the teaching objectives, learning activities are designed before, during and after the class and serialized teaching resources are produced and released on the SPOC platform. The activities of the SPOC platform are used to guide the learning process and the teaching interaction is enhanced through platform interaction. In the physical classroom, according to the differences in teaching content and level goals, activities such as questioning and answering questions, organizing discussions among students and implementing comparative evaluation projects can be conducted.

Keywords: College, English Teaching, Evaluation System

1. Introduction
The mixed teaching model based on SPOC deeply integrates information technology and curriculum teaching, helping educators to liberate from the teaching of basic knowledge, focusing time and energy on the process of achieving deep learning and designing teaching resources and teaching plans to create a learning atmosphere. Set up a learning community, strengthen teaching interaction and intelligent evaluation, etc. to achieve the realization of high-value teaching activities and promote the steady improvement of learners’ learning effects and application ability. The teaching members of the team play their respective roles and undertake the integration and construction online. Curriculum resources, creating learning atmospheres and situations, designing and organizing classroom teaching projects, learning evaluations and interactions, etc., effective communication and collaboration between team teaching members to achieve complementary skills and experience, resource integration and sharing and the development of teaching and learning and the teaching team. Development is achieved simultaneously\textsuperscript{[1]}. 

2. SPOC Technology Overview
SPOC was first proposed by Armando Fox of the University of California, Berke, in 2013. Its essence
is the transformation and remodeling of MOOC. Using MOOC resources and online evaluation, communication and other functions to change the teaching status of traditional classrooms. Combining the advantages of self-directed learning and face-to-face discussion and teaching in traditional classrooms, reorganizing the teaching process and optimizing the teaching structure, is a mixed learning mode that integrates online learning and traditional classroom teaching[2]. SPOC, as a high-quality open education resource, has a very good supportive role in carrying out flipped classroom teaching. The small-scale and proprietary nature of SPOC is also a favorable condition for carrying out flipped classroom teaching. The SPOC-based network processing technology is shown in the following figure.

Figure 1. SPOC Network

It can broaden the interaction channels and make the interaction between teachers and students and students more profound and extensive. The interaction between teachers and students includes students online and offline. Online interaction can ask questions at any time, but the answers are mostly in text form, often feeling intentional and can not guarantee timely feedback, which will cause the interest of questioners to decline; face-to-face communication offline, full discussion of the problem, but affected by Restrictions on time and place. SPOC-based blended learning integrates two types of interaction methods to learn from each other's strengths. Both teachers and students can choose the appropriate interaction method based on the characteristics of the problem, which can ensure that students remain full of enthusiasm for learning and deepen communication activities. Teachers 'dominance and students' subjectivity are more fully reflected. For teachers, through the analysis of platform statistics, they can adjust the course progress, improve the quality of resources and give individual guidance to students with abnormal data in a timely manner to play a leading role[3]. At the same time, with the support of the SPOC platform, innovative classroom teaching methods and knowledge transfer Turn into a guide for student learning. For students, according to their own preferences, habits and learning basis, choose the appropriate resource content and form and take the initiative to study at the right time, reflecting that students are the main body of learning.

3. Status Quo of College English Teaching Evaluation

Teachers should set out corresponding teaching goals before teaching each lesson. This goal includes not only the content to be taught in each lesson, but also to enable students to develop English thinking logic. But at the current stage of teaching, there is basically a problem: the timetable for each class of the teacher is full and most of this time is used for lectures. We know that English learning should be a process of cultivating students' language ability and interest, but the current teaching methods mainly focus on teachers' one-way knowledge infusion and lack of language ability training. Students are still passively receiving knowledge about books taught by teachers. Teaching is still a traditional model with the theory as the main content[4]. Teachers and books are used as the standard of English. They cannot stimulate students' interest in learning. During the teaching process, they cannot actively lead students to speak and write English. As a result, teaching has become formal and students' English
thinking cannot be exercised. And words, but ignore the most important logical thinking in English, at the same time, adhere to traditional blackboard teaching, although the school introduced advanced teaching equipment, but can not flexibly use equipment for teaching, causing these devices to become Furnishings.

The content generally contains positive energy in line with the spirit of the times. Therefore, teachers must dig deep into the textbooks to prepare for teaching. Reflects the author's social, life and worldview content, constantly reminds students to learn in depth, allows students to learn the flash points of the author, maximize the use of teaching materials and promote the maturity of students and the correct development of three perspectives[5]. At the same time, teachers should remind students in the teaching process to deeply understand the author's feelings and understand the ideas expressed by the author, so that the English classroom becomes not only a sea of language, but also a compulsory life course for students, which promotes the enrichment of students' life experience, Improving college English classrooms, improving students' ideological levels and promoting students to grow into better, more comprehensive and more resilient young people in the new age.

4. Dynamic Evaluation of College English Blended Teaching Based on SPOC

4.1. Independent inquiry and breakthrough of key points
Students use micro-lectures, animations, videos, etc. to explore English culture from heat sources, spray materials, equipment and other aspects. The introduction of videos and animations makes the introduction of the entire culture vivid and vivid. With the introduction of micro-lectures, the entire process of autonomous inquiry Become easy. In order to test the effect of students' self-inquiry, discussions are established in the module. Students express their opinions on the topics discussed. At the end of the discussion, please ask the class to find out some errors and misunderstandings. You can also ask questions randomly by shaking them. This process greatly stimulates the classroom atmosphere and improves students' learning initiative. The following figure shows the growth trend of SPOC courses.

![Figure 2. SPOC Course](image)

4.2. Exchanges, discussions and solutions
This section adopts the mode of group competition. The number of groups is set through the course platform and grouped by one click. By watching videos, animations and consulting related materials, each group tries to discuss what factors affect the effectiveness of English expressions and how they affect them. Corresponding scores are given according to the group's response and finally summarized by the teacher[6].

4.3. Combine examples and deepen understanding
By watching videos, animations, micro-lectures and other materials, students can analyze the similarities and differences of multiple expression modes and discuss them in the discussion area. The teacher watched the results of the discussion and corrected the inappropriateness. It is beneficial to deepen students' understanding of the basic principles of English culture and expression. At the same time, in the process, the teacher changed from a lecturer to a question answerer and the classroom was really turned over.

4.4. Summary and Prospects
The classroom summary mainly includes two aspects: on the one hand, it summarizes the teaching content of this lesson, emphasizing the important and difficult points and strengthens the students' memory; on the other hand, it summarizes the overall classroom performance of students. In each of the previous sessions, the teacher will give a corresponding score according to the performance situation. According to the performance of the student's own class, the teacher puts forward new expectations for this.

5. Conclusion
The SPOC teaching model starts from the two dimensions of time and space, focuses on teachers and students and designs basic computer teaching. The time dimension is mainly reflected in helping teachers prepare lessons, summarize knowledge points and share coursework on the online platform for students to query in time. The spatial dimension is reflected in the teacher's ability to answer students' questions and confusion online based on the student's online learning record and the student's message on the online platform. By introducing the SPOC teaching model. Through the above research, we can find that the SPOC teaching mode is very suitable for computer basic teaching in vocational colleges. Under the SPOC teaching mode, students' interest in learning can be improved and teachers' teaching content can be enriched. SPOC teaching mode is not a simple teaching method using network resources, but a good teaching mode that can truly optimize teaching.

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