Research on ESP Teaching in Post MOOC Applied Universities Based on SPOC Model

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Abstract. Following the development of globalization, various industries not only in their own country, but also in the whole world, the relationship between peers is closer, the scale of technology exchange, experience exchange, research results exchange is gradually expanding, the gap of applied English talents is increasing, and more demands are put forward for the training and teaching of specialized English skilled personnel. Under the vigorous expansion situation of MOOC and SPOC, this paper introduces the concepts and processes of MOOC and SPOC, and discusses the relationship between them and their respective characteristics and advantages. The author finds that it is this post-MOOC era that provides a rich approach and a new platform for ESP teaching experiments in colleges and universities.

Keywords: ESP Teaching, Post MOOC Applied Universities, SPOC Model

1. Introduction

Moreover, their courses are free. The rapidity of information technology has been breathtaking, and in the second year of MOOC’s in north America, in 2013, the learning-rich hurricane made landfall across the pacific ocean in Hong Kong and then across Asia. All the famous schools in our country are also scrambling to join the army of online courses, and the students of ordinary colleges and universities can enjoy the courses from the major schools leisurely through the online courses platform of related MOOCs as long as they are diligent and studious[1]. For the education community, this is both ground-shaking and uplifting news, and after all, no one will be disturbed by access to better educational resources. Compared with the MOOC, SPOC is much smaller, but each has its share. MOOCs are geared to a wider range of learning groups, while SPOC is targeted to specific groups. The combination of the two is conducive to the development and innovation of ESP teaching.

2. Development of MOOC and SPOC

2.1. The MOOC

Since MOOC’s originated in American colleges and universities in 2012, not only in the United...
States, but also in the world to hang up a new mode of education and teaching storm. MOOCs are the first-letter shorthand for large open-ended online courses, starting with a free course for college students to enrich their knowledge. Later, the open web course had a dedicated operator, some had a very complete management system, and online learning and education platforms were stacked on the internet, with both free and fee-paying courses[2]. Smaller courses like SPOC also require students to provide specific qualifications to participate in learning.

Coursera, one of America's best-known online course operators, has worked intensively in the field of premium online courses since early morning, and has worked with the world's many top schools, with the arrival of MOOC in 2013, giving it a more luxurious lineup and more unparalleled power, and laying the groundwork for more quality courses for those who need knowledge. Before MOOC, there were also frequent open web courses on the Internet that confessed to learning, but these courses were fragmented and cluttered in the endless ocean of networks that were hard to find and had no management or organization to speak of[3]. Back in 1962, it was proposed to then Stanford University to build a strong platform for knowledge exchange and value-added using the development of the pc and internet to broaden people's knowledge horizons and improve the learning environment and ways for all. Half a century later, the proposal was unexpectedly realized, and it was a stone's throw that received a positive response from the world.

2.2. The SPOC
SPOC was introduced by professors at American colleges and universities after MOOC, with the idea of setting a certain threshold for online courses. Only students who meet the requirements are allowed to join the study, which makes SPOC like a virtual big classroom with dozens or hundreds of students from all over the world [4].

Compared with the MOOC, SPOC is much smaller, but each has its share. MOOC are geared to a wider range of learning groups, while SPOC is targeted to specific groups [5]. The combination of the two is conducive to the development and innovation of ESP teaching.

2.3. The relationship between MOOC and SPOC
By limiting the admission conditions and student scale of the course, SPOC can customize the course for these specially selected students, provide them with differentiated and stronger professional support, improve the students' complete experience of the course, avoid the high dropout rate and low completion rate of MOOC, and make it easier to obtain the certificate [6]. The SPOC experiment further shows that compared with the traditional classroom, the MOOC video used by SPOC can attract students to prepare carefully and stimulate their participation, especially for those students with insufficient learning motivation. Compared with pure MOOC, SPOC makes online learning beyond the stage of copying classroom courses, and produces more effective learning effect. SPOC model makes full use of the important characteristics of MOOC, including obtaining high-quality course materials and quickly feedback to students through automatic scoring, so as to maximize the effectiveness of scarce resources. Role relationship between SPOC and MOOC is shown as in Figure 1.
3. Characteristics and organization of MOOC and SPOC

3.1. The characteristics of MOOC and SPOC are as follows:

(1) Various tools and rich resources: MOOC courses come not only from many famous schools, but also from the advantages and resources of each school, and through the processing and integration of digital information technology and network technology.

(2) Convenient and easy to use. With the help of the Internet, knowledge lovers around the world are free to choose time and place, to choose schools and teachers, to choose subjects and courses freely, and to make learning easier.

(3) Wide coverage. Anyone, as long as there is a network, willing, can choose their favorite courses to learn, breaking the high wall of the knowledge warehouse, to meet the needs of more intellectuals for knowledge.

(4) Strong autonomy. Everyone chooses the courses they like to study, which increases the enthusiasm of learning, and effectively avoids people who give up halfway in the process of learning.

3.2. Organization of MOOC and SPOC:
Because there are a large number of learners and a high proportion of students and teachers in needs to promote a large number of responsive and interactive teaching design. Here are two basic design approaches:

(1) An open platform allows the knowledge-seekers to speak freely and create a high level of learning and discussion.
(2) Set up more convenient and data collection and analysis functions to evaluate students, such as homework, practice, attendance and examination

3.3. The principle of teaching design based on Connectionism

(1) Aggregation: the connectionist MOOC enables a large amount of data to be spread on different websites online, and then aggregates various information into communication reports or web pages for participants to read. This is the opposite of traditional courses, because the content of traditional courses is prepared in advance.

(2) Mixed Edition: link the teaching materials or other contents in the course.

(3) Redefining goals: to rearrange the teaching content to match the goals of different learners.

(4) Feedback: share teaching content and ideas with other learners or the world based on different learning objectives.

4. Summary

More top universities outside the United States will offer large open online courses. The two institutions offering online courses announced that they would cooperate with top universities in Canada, Mexico, Europe, China, Singapore, Japan and Australia, as well as sign up with more American institutions. Coursera, headquartered in California, USA, has four new teaching languages: Chinese, French, Spanish and Italian. It will be able to offer about 90 more new courses in the coming months. "Teaching in other languages will enable more students to attend our classes," said Andrew ng, associate professor at Stanford University and co-founder. Almost all of the foreign open courses are popular in our school, and almost all of the professors are experts who have made great achievements in this field. It is understood that the production cost of each open course at Yale University is as high as $340000, and the production cost of each open course at MIT is also $20000. Resources will be provided free of charge. In a recent review, John L. Hennessy, President of Stanford University, explained: "small classes taught in class by academic masters remain at a high level. But at the same time, online courses have also proved to be an efficient way of learning. It's even more so if it's compared to a big class. " As CCTV said when it reported the MOOC College of guoke.com in the news survey, "the best way to understand MOOC is to really take a MOOC course. After all, standing on the shore, we can never experience the feelings of swimmers. ". In this network age, the gap between time and space can no longer be the reason to stop you from learning. Lifelong learning will become more and more easy and convenient. People who love learning and can learn will be able to better self-training. With MOOC, it's always a good time to learn.

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