

# Research on the Mixed Teaching Mode of Business English Writing Based on SPOC

Liu Ye

Nanchang Normal University, Nanchang, Jiangxi, 330032, China

**Abstract:** With the rapid development of the Internet, SPOC teaching mode, with its high flexibility, convenience, freedom, "low threshold" and "high quality" characteristics, has gradually become a trend of business English teaching reform in colleges and universities, and has broad application prospects in business English writing teaching. This paper will discuss the mixed teaching mode of business English writing based on SPOC.

**Keywords:** SPOC; Business English writing; Mixed teaching mode

## 1. Concept and advantages of SPOC

SPOC (Small Private Online Course) is an Internet-based, repeatable, small-scale and fragmented online course, which is a supplement and expansion based on MOOC and provides students with more diversified online courses.

The biggest advantage of SPOC curriculum is that it breaks the time and space constraints of traditional classroom and effectively solves the problem of students' lack of knowledge acceptance ability and subjective initiative in traditional classroom teaching. Students can learn in a flexible, autonomous and personalized way at any time and place through the learning platform; Students can also share the discussion content of other students in the course through the network, improve their understanding and absorption of knowledge, and also promote teachers to reflect and improve classroom teaching.

## 2. The Present Situation and Problems of Business English Writing Teaching

Problems in the teaching of business English writing Although China's English teaching reform has achieved remarkable results in recent years, there are still some problems and deficiencies in the teaching of business English writing<sup>[1]</sup>

### 2.1. The construction of teaching materials lags behind

Business English is a highly practical subject. Only by constantly training students' writing ability in practice can we better achieve the teaching objectives. At present, the construction of business English textbooks in China lags behind obviously, not only in small quantity, but also in uneven quality. Compared with European and American countries, the construction of business English textbooks in China is still in its infancy.

Although some textbooks introduce the basic knowledge and skills of business English, the content is boring and practical; Although some textbooks have certain readability and interest, they do not pay attention to practical application, so it is difficult to mobilize students' learning enthusiasm and initiative.

### 2.2. The teaching method is relatively simple

At present, China's business English teaching still adopts the traditional mode of "teacher teaching, student memory": the teacher reads the text according to the book in class, explains the grammar or vocabulary knowledge, and then the students recite and understand the learned text; Students finish homework and read extracurricular books after class<sup>[2]</sup>. To a certain extent, this traditional teaching mode can enable students to receive relevant knowledge, cultivate learning interest and improve language use ability. However, this traditional teaching mode has great limitations: teachers explain and practice repeatedly in class; The teacher assigns homework after class and asks students to recite the

text they have learned; Students are required to read relevant professional books; Students are required to translate relevant materials. This not only wastes teaching time and energy, but also makes students feel bored and uninterested. In order to improve classroom efficiency, many teachers not only prepare extracurricular carefully before class, but also use their spare time for extracurricular reading, collecting relevant information, making courseware, etc. Although this makes the classroom more colorful and vivid, it also causes a great part of time and energy waste.

### ***2.3. The assessment and evaluation method is too single***

At present, the examination of business English in China's universities is mainly written, and only a small number of courses adopt the form of "oral examination". Although there are many forms of examination nowadays, most of them are mere forms, and it is difficult to really test the learning effect and cultivate the learning ability. Many schools even take the final exam only in the form of paper exam. This way leads to that students do not really understand the key points of the exam before the exam, and teachers do not fully play the role of "teaching students according to their aptitude".

### ***2.4. There are serious deficiencies in writing teaching***

The teaching of business English writing requires higher requirements of teachers, but at present many colleges and universities and teachers do not have the corresponding teaching ability and do not have a good understanding of students' writing ability<sup>[3]</sup>. Therefore, most teachers take a "one size fits all" approach when training students in business English writing. Business English writing requires teachers to train according to a complete process of "model text - imitation - imitation", which not only leads to low learning efficiency of students, but also makes students not know where to start. In addition, there are still some problems in the actual teaching process: for example, some teachers even let students imitate the format in the model text to write; Some teachers simply do not guide students or require students to complete their own compositions.

### ***2.5. Lack of systematism in textbook construction***

Business English is a very practical subject. In teaching, students should not only master basic theoretical knowledge and skills, but also be able to use theoretical knowledge and skills to analyze practical business problems. At present, the construction of business English textbooks in many colleges and universities lacks systematicness and scientificness: the teaching contents in some textbooks are independent and unsystematic; The teaching contents in some textbooks are overlapping and repetitive; The teaching content in some textbooks is not clearly reflected in other relevant courses.

## **3. Feasibility of implementing mixed teaching mode**

### ***3.1. Construction of SPOC technology platform***

The teaching environment of business English writing has undergone major changes. In this case, the channels for students to obtain information are particularly important. SPOC resources can enrich classroom teaching and make up for the disadvantages of inadequate communication between teachers and students in traditional classroom. However, most of the SPOC resources are video and audio materials. In the classroom, teachers and students can only communicate with each other face to face. This online teaching mode has many shortcomings, such as: teachers cannot grasp students' learning situation in time; Students' feedback on learning resources cannot be grasped in time; It is difficult for teachers to understand students' learning needs. Therefore, in order to better carry out business English writing teaching activities, it is particularly important to realize the hybrid teaching mode of "online and offline" organic combination and "inside and outside the classroom" complement each other<sup>[4]</sup>.

Colleges and universities should make full use of cloud computing, big data, artificial intelligence, VR/AR/MR and other technologies, and build online learning resources, teacher teaching resources, learning data analysis, and online examination and evaluation system based on the cloud platform, so as to provide students with online and offline hybrid teaching, and further improve the teaching effect of business English writing.

At present, many colleges and universities in China have independently developed online courses. Teachers can record videos online or use software to record and edit online courses. Teachers can make the content of offline classes into online courses for students to learn, and can also complete homework online. In addition, network technology platforms and software, such as WeChat official account and QQ, can also be used to assist students in learning<sup>[5]</sup>.

### **3.2. Basic skills of teachers**

Teachers can use the network technology platform to make business English writing courseware and improve the teaching efficiency of business English writing. Business English teachers have a certain understanding of online and offline teaching resources, are familiar with relevant teaching software, and have basic business English writing teaching skills. Therefore, teachers can divide students into groups in class to study in groups, cultivate students' team spirit, and let students learn business English writing knowledge in group cooperation. In the process of online and offline hybrid teaching, teachers need to change their teaching concepts, make use of the advantages of modern information technology, and use the network technology platform to provide more opportunities for students to learn independently. Teachers need to strengthen students' understanding and mastery of business English writing theory through online online courses<sup>[6]</sup>.

### **3.3. Curriculum**

Business English writing course is the core course of business English majors, which is more practical and practical than other professional courses. As a core course for business English majors, Business English Writing must pay attention to the cultivation of students' practical and innovative abilities. As a highly practical professional course, business English writing needs to apply a lot of theoretical knowledge and practical skills in practical application. Therefore, teachers need to set up online and offline mixed teaching mode according to students' learning characteristics.

### **3.4. Assessment mechanism**

The students are comprehensively evaluated by diversified assessment methods. Under the traditional teaching mode, teachers evaluate students according to the final examination results. Teachers need to upload students' homework and experiment reports to the online classroom through the network technology platform for students to view. According to the characteristics of this course, after the final exam, teachers can conduct comprehensive evaluation of students through online classroom.

The traditional examination is only limited to the paper examination, which is not comprehensive in the evaluation of students and cannot make them fully understand their own level. SPOC assessment can comprehensively evaluate students' learning effect, ability training, autonomous learning and teacher evaluation. Therefore, teachers should combine traditional examination with SPOC assessment mechanism to build a scientific assessment system. According to the characteristics of business English writing course, teachers should use a scientific and reasonable assessment mechanism to comprehensively evaluate students to make them understand their own level, direction of efforts and development space.

### **3.5. Teaching effect of experimental class**

The author's college is a higher vocational college, which adopts bilingual education mode for teaching practice. Business English majors began to enroll in 2015. After three years of training, they can obtain a bachelor's degree and have opened the course of Business English Writing. The class of the author is the first year of business English major, with a total of 24 students. After adopting the mixed teaching mode in 2016, all 45 students in the class participated in the learning and practical training of business English writing course.

## **4. Design ideas of SPOC mixed teaching mode**

The teaching of business English writing is an important part of foreign language teaching in colleges and universities. This paper discusses the design strategy of the mixed teaching mode of business English writing from the perspective of SPOC curriculum construction. By constructing the teaching mode of business English writing based on SPOC, students' language application ability and innovation ability are cultivated, with a view to providing reference for the reform of business English writing teaching in colleges and universities.

### **4.1. Teachers should change their educational ideas**

Teachers should actively explore new teaching methods and models. SPOC curriculum is a new curriculum form, which is different from the traditional curriculum form. Its curriculum structure is

more flexible and its learning content is richer. In the specific implementation process of SPOC, teachers should take the lead, students should be the main body, and teachers should provide guidance and help. Therefore, teachers should change their educational concepts, improve their own knowledge system, enrich teaching methods, optimize the classroom structure, and strengthen interaction with students.

#### ***4.2. Combining online and offline to build a scientific curriculum system***

Business English writing course is often interdisciplinary in practical teaching, and the course content is very rich. The business English knowledge that students should master includes not only traditional English language knowledge, but also business professional knowledge, as well as linguistics, management and economics necessary for cross-cultural communication. The design of business English writing course based on SPOC should take students as the main body, organically combine traditional classroom and online classroom through the combination of online and offline, and break the time and space constraints of traditional classroom. In the process of teaching business English writing, teachers should build a student-centered learning model.

#### ***4.3. Select the appropriate SPOC resources***

SPOC courses provide students with rich and diverse resources suitable for their learning characteristics, which can effectively make up for the shortage of traditional business English writing teaching resources. Under the SPOC teaching mode, in order to mobilize the enthusiasm and initiative of students in learning, teachers should reasonably select their own SPOC resources according to their own teaching experience, teaching environment and the specific situation of students, so as to make them play the greatest role. At the same time, a variety of teaching tools and resources can be used in the teaching of business English writing. The SPOC course of business English writing should design the content and activities of business English writing courses at different levels and in different fields according to the needs of different learners.

#### ***4.4. Create an information-based classroom***

In the context of the Internet plus era, the deep integration of information technology and education and teaching is the general trend. Teachers should make full use of the Internet platform, explore the mixed teaching mode based on SPOC, and use information technology to promote the transformation from traditional classroom to online classroom. In the teaching of business English writing, teachers can use the online platform to arrange homework, upload video data, and submit answers online to achieve students' mastery of knowledge and improve students' learning enthusiasm.

#### ***4.5. Strengthen the exchange and discussion of SPOC courses***

The construction of SPOC curriculum is an important way for teachers' professional development, and also a driving force for promoting the reform of business English writing teaching. In the teaching of business English writing, teachers should strengthen communication and discussion with other teachers to promote mutual learning and common progress among students of different majors. At the same time, teachers can also communicate with other teachers about the problems in business English writing teaching through the SPOC course platform to promote the development of business English writing teaching<sup>[1]</sup>.

Although there are many researches on SPOC courses at home and abroad, there is a lack of uniform norms. Business English writing course is different from other courses, and its content is relatively professional and rigorous. Therefore, in order to achieve the teaching objectives of business English writing, we must carry out standardized management of SPOC courses.

#### ***4.6. Establish diversified assessment methods***

In the teaching of business English writing, the examination method is usually written examination. Although this examination mode is conducive to inspecting students' mastery of knowledge and application ability, it has no significant effect on cultivating students' innovation ability and language application ability. Therefore, teachers should reform the evaluation methods of business English writing teaching and establish diversified assessment methods. According to the teaching objectives of the course, teachers can formulate specific assessment and evaluation standards, and adopt diversified assessment methods, such as peacetime performance (peacetime homework, classroom performance, learning attitude, etc.), final performance (peacetime homework, final exam), and students' satisfaction

with teachers.

#### **4.7. Strengthen the construction of business English writing teachers**

The teaching of business English writing requires teachers not only to have a solid language foundation, but also to have business professional knowledge and cross-cultural communication ability. Therefore, in order to really improve students' business English writing level, it is necessary to cultivate a group of teachers who both know business English knowledge and are familiar with cross-cultural communication, which requires strengthening the construction of business English writing teachers. In recent years, with the arrival of the era of big data and the rapid development of network technology, the Internet education and teaching model has been widely used in college foreign language teaching. In order to ensure the teaching quality of business English writing, it is very important to strengthen the construction of business English writing teachers, improve the professional level and professional skills of teachers, and cultivate the educational ability of combining online and offline<sup>[1]</sup>.

### **5. Summary**

In the new era, how to further improve the quality of business English writing teaching has become the main problem of business English writing teaching in colleges and universities. This paper discusses the mixed teaching mode of business English writing based on SPOC. By constructing the SPOC curriculum system of business English writing and exploring the online and offline mixed teaching mode based on SPOC, students' English application ability and innovation ability can be effectively improved. When constructing the SPOC curriculum system of business English writing, teachers should take students as the main body to stimulate students' learning enthusiasm; Cultivate students' autonomous learning ability, innovative thinking and practical ability, and master business English writing skills in cooperative inquiry; The traditional classroom and online classroom are organically combined to realize the complementation of online and offline advantages and improve the teaching effect of business English writing. In the mixed teaching mode, teachers should change the traditional teaching concept, organically combine online and offline classes, and create a free and open learning environment for students. In the future business English writing, teachers should constantly explore new teaching methods and models, so that teachers' professional knowledge and Internet technology can be developed and strengthened. At the same time, teachers should give full play to the role of SPOC to promote the transformation from traditional classroom to online classroom.

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