

A Study on Deep Integration of ESP SPOC with EGP Teaching

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Abstract: *Small Private Online Course(hereafter referred to as SPOC) resources of English for Specific Purpose (hereafter referred to as ESP) learning including video clips developed to apply key words and expressions of the English for General Purpose (hereafter referred to as EGP) teaching and materials downloaded from the Internet and edited to meet the special needs of the learners are uploaded to a QQ group for the students to preview before class. In the flipped classroom model teaching process, vocation-related discussions and vocation role play according to designed scenarios are carried out to deeply integrate ESP learning with EGP teaching. The outcomes are close to that of the deep learning : transforming knowledge effectively and solving practical problems efficiently.*

Keywords: *SPOC, ESP, EGP, flipped classroom model, vocation-related*

I. INTRODUCTION

A typical undergraduate curriculum in China at present may include EGP taught in the first year and ESP taught in the second year, due to some reasons, normally ESP is reduced or changed to an optional course, leaving the undergraduates very little time to study ESP course which is crucial to the development of their vocational competence in English. Deep integration of ESP into EGP is accordingly practical and vital. Jerome Bruner, an American psychologist who has made significant contributions to human cognitive psychology and cognitive learning theory in educational psychology, suggests that a learner is capable of learning any material so long as the instruction is organized appropriately, Bruner also believes learning should be spurred by interest in the material rather than tests or punishment, since one learns best when they find the knowledge they are obtaining appealing. [1] An undergraduate is certainly interested in materials related to his/her future job or profession, which also serves as a strong scaffolding to integrate ESP with EGP teaching.

Massive open online courses (MOOCs) continue unabated, some academics seem to be succumbing to the hand-wringing about whether MOOCs will destroy higher education. In particular, if MOOCs are used as a supplement to classroom teaching rather than being viewed a replacement for it, they can increase instructor leverage, student throughput, student mastery, and student engagement. Armando Fox calls this model the SPOC: small private online course. [2] SPOC pays more attention to the students in a particular arrange, normally within the campus, increasing the rate of learning participation and interactions, and open to the targeted students who are qualified by the course providers.

Brian White has restructured the content of the 7.00x MOOC into a custom SPOC. So far, the results have been extremely positive. The 7.00x MOOC is structured as an on-line analog of an in-person class. The material is broken up into weekly units each with several lectures, supporting materials, and a problem set. These materials serve a different role: to support activities during the in class sessions. To facilitate this alternative use, I made several changes to the MOOC materials to produce the SPOC that I use with my students. [3]

II. DESIGN OF ESP SOPC

2.1 Characteristics of SPOC Learning

SPOC applies teaching resources of MOOCs, such as micro-video, learning materials, training and quizzes, auto-evaluation and forums into a specific campus (but not confined into the campus), integrating quality MOOCs resources into flipped classroom teaching so as to improve teaching efficiency and reform teaching method. The number of a specific SPOC registered learners is usually limited to several hundreds, who study SPOC online in their spare time and have a flipped classroom learning offline, on which the learners have interactions with peers and the teacher, hence the contents are presented normally in the way of lecture video and are edited from MOOCs resources in order to meet the specific needs of the learners. Compared with MOOCs, SPOC stresses more on particular needs of the targeted learners and the participation of the learning activity, the results and the feedbacks of the learning process. A typical SPOC named Central Challenges of American National Security, Strategy, and the press is presented by Harvard University on <https://www.edx.org/course>, a student may register to view the content for the open version of the course. It has also been offered in the past as an intensive online course (limited enrollment, by application only). Admitted participants took the course on a private platform, read approximately 75 pages per week, completed and

received individual feedback on assignments including four short policy memos, participated in sections led by the course Teaching Fellows, and engaged with fellow learners in moderated discussion forums. [4]

2.2 Resources of ESP SPOC in Liaoning Police Academy

ESP in Liaoning Police Academy is English for Policing, a course constructed and taught by a team led by the author. SPOC resources consist of three main parts, one is the achievements of our teaching and research outcomes including websites, courseware, especially videos of lecturing English for Policing based on a textbook entitled *English for Elite Police*, which contains 11 units of Police Academy, Foreign Affairs Administration, Criminal Investigation, Criminal Science and Technology, Criminal Justice, Cyber Crimes, Traffic Administration, Security Protection, Police Administration and International Liaison, presented in the way of Speaking and listening, Transcript watching, Argument, Role-play, Scenarios, Good to remember, Policing document writing, Translation, Case study, Background information reading and Time for fun. All the contents are refined from materials of original police transcripts and the author's policing field interpreting manuscripts with elaborate exercises. The second category of videos are materials from textbooks of English Video, Listening and Speaking published by prestigious university presses and the third category are clips downloaded from the Internet like revised MOOCs materials or English news report video clips or *Run, Hide, Fight* released by FBI.

III. DEEP INTEGRATION OF ESP SPOC WITH EGP TEACHING: A CASE STUDY

Deep learning, in contrast with surface learning, was expounded by Lorin Anderson, Ference Marton and Roger Saljo as: can be achieved through diversified learning strategies like extensive reading, interactions, resources integration, systematic thinking and situational learning. [5] Deep learning is active, making the students process the information deeply, construct knowledge actively, transform knowledge effectively and solve practical problems efficiently.

In our research, we take Unit 4: The Internet (Text A: The Virtual Life) of New Edition of College English, Book 2 as a case study to implement our method.

3.1 Online Teaching before Class

In accordance with the key words, phrases, sentences, themes or background information of an EGP text, teachers design relevant SPOC videos normally two weeks in advance of the classroom teaching and upload them to the learning community for the students to preview, a student may register or login the QQ group to view these materials first, and then take some quizzes to check the outcomes of the preview, he or she may interact with peers or teachers to discuss questions about the materials or evaluate the performances of one another, they can also post their questions on the forum or communication platforms to work together in finding answers to these questions, or go to the classroom with questions they can't answer anyway.

The courseware developed by the publishing press of the textbook contains rich learning resources for students to preview or review, and in most cases, to learn in class, we edit and rearrange the key words and expressions, the structure of the text in the form of PPT and upload to the QQ group a week before classroom teaching. The ESP SPOC for this unit is around the theme of cyber crimes, actually a major, also the title of Unit 9 of *English for Elite Police*, the English for Policing course most of the students will learn for their professional English a year later, SPOC resources uploaded for preview include 2 video clips recorded by the teacher on *Computer Viruses* and *Child Exploitation Online Protection Center* for the students to learn facts and words about cyber crimes, videos downloaded from the Internet like "Supporting digital crime investigations" PPT issued by the Interpol, video clips teaching people how to protect themselves online and offline like "Make the call", "Ready Huston", see Fig.1 and Fig. 2 for detail.

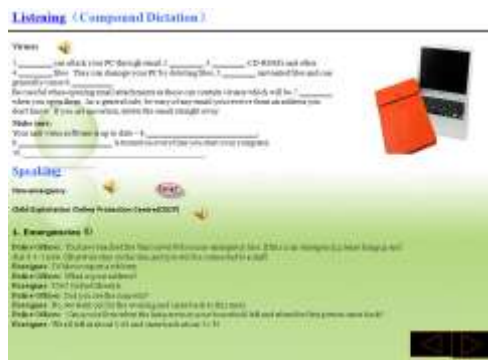


Fig. 1 Contents of the SPOC videos

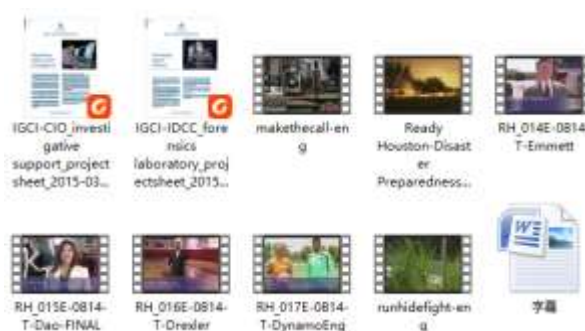


Fig. 2 ESP SPOC Video clips for EGP teaching

3.2 Flipped Classroom Model Teaching

In a flipped classroom model, the students can participate in activities like service simulating, role playing, program training, case studying, discussing and debating, seminars and scientific experiment in the sequence of lead in, seminar and assessment:

Lead in: Before entering the classroom, the teacher analyzes information collected through the learning process of the students, sorts out and summarizes typical questions. At the beginning of the classroom teaching, the teacher scans or expounds on these questions so as to clear away obstacles before assigning new tasks to apply the knowledge the students learnt on line.

For Unit 4, the teacher notices that most students are puzzled about the usage of “virtual” and “virtually” in their online learning, as a result, the teacher starts the class by defining “virtual” as “Not physically existing as such but made by software to appear to do so” while “virtually” as “Nearly; almost” followed by two vocation-related examples (see Fig. 3 and Fig. 4) until all the students fully understand. The second lead in activity is “guess what I am describing” game with deliberate application of most of the key words of the unit to get the students involved and interested.



Fig. 3 An example of the usage of “virtual”



Fig. 4 An example of the usage of “virtually”

Seminars and assessment: The aim of the this phase is to apply the knowledge, the technique lies in arranging the activities in sequence of difficulty and paying attention to the individual English level of each student (or each team).The class is divided into two groups with several teams to discuss topics relevant to the theme of virtual life and cyber crimes, after watching a video clip about online gambling reported by CCTV, four questions related to English for policing are asked (with answers in the brackets):

- A. What kind of crime is reported in the news? (Online gambling)
- B. How many suspects did Beijing police detain? (20 suspects)
- C. What’s the punishment for the crime, according to the law? (Criminals can be sentenced to imprisonment for up to seven years)
- D. What role can English play in the reported news? (No definite answer, any reasonable answers containing words or phrases related to virtual life or cyber crimes are fine)

The second activity of this phase is arguments and discussions with specific topic for each group:

Group 1: What are the positive impacts of the Internet on your college life?

Group 2: What are the negative impacts of the Internet on your college life?

The last activity is designed to apply the comprehensive knowledge and skills the students learn from this flipped classroom model to role play the characters in a designed scenario: a police officer is to persuade an Internet addict to leave the Internet Café in the midnight, the teacher evaluate the performers from perspectives of how many key words of the unit are used, how well they express themselves, whether the addict is persuaded to go back home willingly and to what extent they use their policing skills.

IV. OUTCOMES AND DISCUSSIONS

A survey at the end of the teaching of Unit 4 and observations, talks with the students majoring in Traffic Control show that the new approach is more popular and efficient; outcomes are close to that of the deep learning, their comments are: “understand the text better before class, more interested and involved in class activities, more active in learning, with clearer learning objectives, learn more information, especially on policing service in English speaking countries, have more time to arrange preview and solve my problems in advance, get different viewpoints from different perspectives and I have more opportunities to express myself in class”. Meanwhile, the disadvantages include “I can learn more words and expressions in conventional classroom teaching model, feel a little puzzled or confused about the text”.

ESP SPOC reflected in this research is constructed around the students’ vocational focus and interests in both their daily lives and police service, deep integration is achieved through elaborate design and

arrangement of the vocation-related learning activities. The reality of the scenarios, coordinated team work, considerations of the individuality of each student or group, questions about the authentic context, case study, news watching, and most important of all, the video clips developed specifically for this unit based on the analysis of the EGP text and the future profession of the learners are all ingredients to serve an integrated feast of English learning.

Acknowledgements

The author wishes to thank experts and judges of Liaoning Association of Higher Education for their support of the Twelfth Five-year Plan Exclusive Research Key Project of 2015 on Foreign Language Teaching and Learning Reform for Institutions of Higher Learning (2015) No. WYZD150013: *A Study on Deep Integration of ESP SPOC with EGP Teaching*. The paper is also the research results of the Twelfth Five-year Plan for Educational Science Project of Liaoning Province (2015) No. JG15DB170: *A Study on Self-regulated Micro-course Learning and Implicitly Layered English Flipped Classroom*.

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