



Research on Interactive Teaching Model of College English Based on SPOC

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Abstract. SPOC is returning to small-scale online classrooms, effectively combining the virtualization of the Internet with the real classroom, adopting a learning form that combines “online + offline” to achieve an organic unity of extracurricular learning, classroom teaching, and project completion. This article studies the interactive teaching model of college English based on SPOC. Teachers provide students with real-life scenarios and various resource platforms for college English learning, fully mobilizing their learning initiative to interact and stimulate their interest in learning.

Keywords: SPOC, College English, Interactive Teaching

1 Introduction

College English course is not only a language foundation course, but also a quality education course that broadens knowledge and understands world culture, with both instrumental and humanistic qualities. College English is a general education conducted through the medium of English language. Its main content is to impart basic language knowledge and cultivate language application abilities, aiming to cultivate students' cross-cultural communication skills, improve their ability to communicate with others, and cultivate their humanistic literacy. How to improve the effectiveness of English learning and cultivate students' autonomous learning ability has become an urgent problem to be solved in English teaching in universities.

2 SPOC Overview

The concept of SPOC (Small Private Online Course) was first proposed and used by Professor Amando Fox of the University of California, Berkeley.^[1] Unlike MOOC's teaching philosophy and design, SPOC allows teachers to return more to campus and small-scale online classrooms, effectively combining the virtualization of the Internet with the real classroom. Professor Robert Lu of Harvard University believes that the importance of SPOC lies in the fact that online learning has moved beyond the stage of replicating classroom courses and is striving to create more flexible and effective

ways.^[2] Before class, teachers are learners and integrators of course resources, integrating various online and physical resources according to students' needs. In the classroom, teachers are guides and facilitators, organizing students' group discussions and providing personalized guidance at any time to jointly explore and solve problems encountered.

In order to effectively promote the effectiveness of college English teaching, SPOC courses integrate “autonomous learning”, “mobile learning”, and “flipped classroom teaching” through a combination of “online + offline” learning forms (Fig. 1). It is guided by “task output” and “student learning effectiveness”, and driven by tasks and projects, to achieve the organic unity of extracurricular learning, classroom teaching, and project completion. On the one hand, it can alleviate the dilemma of reducing college English class hours, expand students' extracurricular learning time and space. And on the other hand, through teaching restructuring, it can highlight the learner-centered teaching concept and achieve classroom flipping. Teachers are no longer the initiators of the classroom, but the leaders and facilitators of students' learning and thinking, playing a guiding role in the entire classroom.

Learning format of SPOC



Fig. 1. Learning format of SPOC

3 Role Transformation in Interactive Teaching Model

Interactivity directly determines the entire teaching process and results, and plays a crucial role in cultivating learners' knowledge, skills, and abilities.^[3] In interactive teaching model, the teacher-student relationship is also different from traditional ones. Students can learn SPOC through online platforms such as Unipus for preview, which will have better learning outcomes compared to traditional cramming methods. In this process, teachers play a role in guiding students to learn and cooperate, mobilizing their exploratory and autonomous abilities. Teachers are increasingly emphasizing the cultivation of students' autonomous learning and comprehensive abilities.

The responsibility of teachers is to guide students in effective learning and assist them in obtaining or processing language materials. Classroom teaching has shifted from a “teaching-centered approach” to a “learning-centered approach”, with students becoming the main body of classroom activities. Teachers have transformed from executors of the classroom to leaders of the curriculum, and from leaders to supervi-

sors.^[4] In the actual teaching process, teachers are not limited to inspiring students in the way they teach, but constantly update the teaching content, change the organizational form and methods of teaching. In the classroom, teachers should create situations that activate students' thinking, supervise students to collaborate in the created situations, guide students to learn actively, and turn the teaching process into an interactive process of joint research between teachers and students. Teachers should guide, inspire and encourage students, helping them learn to think independently, learn independently, and build confidence. At the same time, attention should be paid to students' feedback and adjustments should be made continuously based on specific situations to promote effective learning among students.

In autonomous learning mode based on online and multimedia, the boundary between classroom teaching and online learning has become increasingly blurred, and the ecological environment of college English teaching has undergone profound changes.^[5] The role played by students is no longer the passive receiver in traditional classrooms. Students are organizers of learning and can decide how to complete learning activities based on their own learning style. At the same time, they are also collectors of information resources and group collaborators (Fig. 2). In class, they will share the collected information with everyone, participate in group cooperation, and actively conduct self-evaluation and mutual evaluation. They will always be aware of their shortcomings and make improvements, effectively stimulating enthusiasm for learning.

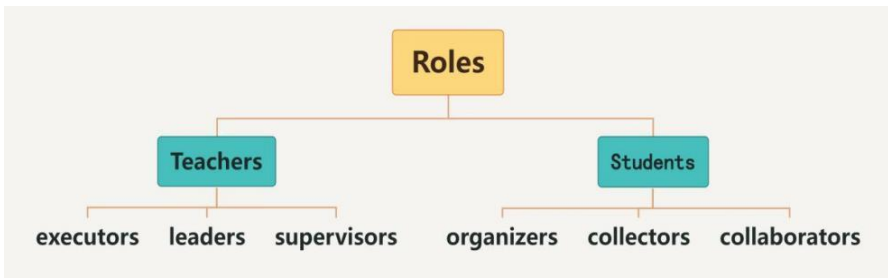


Fig. 2. Transformation of Teachers' and Students' Role

4 Interactive teaching model based on SPOC

Interactive teaching is a creative and effective teaching model proposed by H. Douglas Brown (1980), which is student-centered and teacher-oriented.^[6] Teachers provide students with real-life scenarios and various resource platforms for college English learning, helping them proactively build a knowledge framework and fully mobilizing their learning initiative for interaction. Thereby the interactive teaching model based on SPOC can achieve effective communication and interaction, and promote their comprehensive development (Fig. 3).

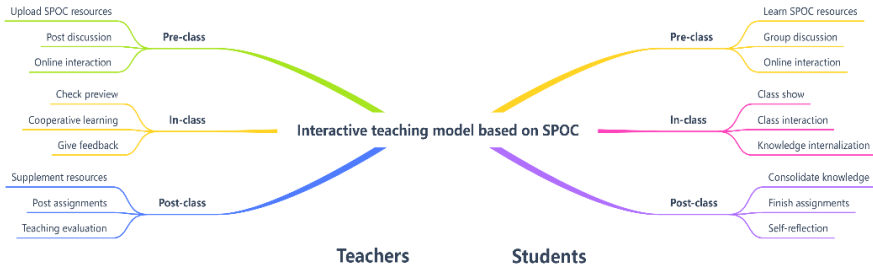


Fig. 3. Interactive teaching model based on SPOC

4.1 Pre-class activities

In pre-class activities, teachers need to combine the teaching content and objectives of each unit and prepare SPOC resources in advance, which mainly includes text comprehension, language points, and some supplementary materials that help to understand the theme and produce tasks, and upload them on Unipus. The length of each video is within 10 minutes to help maintain students' attention. Design corresponding exercise questions and set up challenge conditions for knowledge points, which not only increases students' motivation to watch videos for learning, but also helps teachers understand students' autonomous learning before class. Students can learn independently by watching videos before class, adjust the viewing time and pace according to their personal situation, and communicate with teachers at any time in the discussion area. Teachers break down the output tasks of each unit into several sub tasks, and students need to complete each sub task to prepare for the final output task.

4.2 In-class activities and feedback

The main link in the application of SPOC in college English teaching is to enable students to preview before class, acquire knowledge faster and enhance their learning ability through classroom interaction and two-way communication. It can improve their ability to explore knowledge and innovate their thinking. The in-class session creates an environment for students to learn collaboratively and explore problem-solving together, which is the process of solving problems through interactive and collaborative activities in a certain context. Teachers first need to understand the situation of autonomous learning and identify common problems that students have in the learning process through pre-class exercises. Students will raise relevant questions based on autonomous learning before class, and teachers will provide explanations, teaching guidance, and feedback on the questions. Students promote in-depth understanding and mastery of knowledge points through collaborative exploration among peers. Teachers keep an eye on the dynamics of each group and provide timely guidance. Students internalize knowledge in the classroom with the guidance of teachers and peer assistance.

After conducting group collaborative exploration activities, students present their results, i.e., output tasks, in the classroom through speeches, debates, reports and other forms. Teachers need to implement targeted teaching guidance based on the differences among students, guiding students to engage in discussions, explorations, and summaries. Teachers introduce a comment mechanism which include students' pre-class knowledge preview, classroom participation process, and learning achievement display, organically combining traditional summative evaluation methods with formative evaluation methods. Only in this way can students' English learning achievements be more fairly and truthfully reflected, and students' autonomous learning ability and English proficiency be continuously improved.

4.3 Post-class review

English post-class review can effectively consolidate and extend classroom teaching content, and is an important way to improve learning effectiveness. Teachers can incorporate difficult and error-prone knowledge into SPOC resources based on students' specific learning situations, allowing students to repeatedly watch and review until they fully understand and absorb. SPOC can be used to internalize and solidify the learned content. Teachers can arrange extended assignments through Unipus, and expand their knowledge appropriately based on consolidating it. After class, students summarize and speculate on the content they have learned, and use various forms of practice such as writing and translation to achieve language output and improve their comprehensive language proficiency. Teachers reflect on teaching, modify and enhance SPOC resources, and further improve interactive teaching model.

5 Conclusion

The SPOC based interactive English teaching model effectively combines advanced teaching equipment and technology, breaking through the constraints of traditional teaching concepts, and combining online and offline resources and methods to construct a new teaching model. Through SPOC construction and interactive classroom practice, teachers encourage students to participate in the class with multiple teaching methods and diverse learning resources, which can cultivate their autonomous learning ability, communication ability, and innovation ability. It can enhance students' enthusiasm and initiative in learning, fully exert their main role, and provide strong guarantees for the future development of college English.

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