

Construction of the Teaching Model for Integrating Chinese Culture into College English Course Based on SPOC

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Abstract: As an important means of cultivating college students' cross-cultural communication abilities, the integration of Chinese culture into the English class plays an inevitable role in the college English teaching reform. At present, the integration of Chinese culture into college English teaching still faces problems such as inconsistency between actual integration status and cognition, teachers' insufficient self-cultivation of Chinese traditional culture, and outdated integration methods. In order to improve this situation, the SPOC teaching model with low cost and flexible learning methods will be introduced into college English classrooms, which will better promote the integration of Chinese culture. This article takes the SPOC-based teaching model of integrating Chinese culture in college English as the topic. Firstly, it analyzes the current situation of traditional Chinese culture teaching in college English. Additionally, by introducing the SPOC teaching model, it identifies the connection between this model and the integration of Chinese culture into college English teaching. Finally, it discusses how to construct and apply the SPOC-based teaching model of integrating Chinese culture in college English.

1. Introduction

Language is not only the carrier of culture, but also an important component of culture.[1] Therefore, since the late 1980s, college English teaching in China has attached great importance to the close relationship between language and culture, emphasizing the cultivation of students' cross-cultural communication skills. This has played an important role in promoting the reform of college English teaching in China and improving students' communicative abilities. However, for a long time, the transmission of cultural knowledge in college English teaching has mainly focused on the culture of English-speaking countries, while it rarely involves Chinese culture. What we should do is to strengthen the infiltration of Chinese culture in college English teaching when imparting knowledge of Western culture.

As a part of college education, college English courses possess both instrumental and humanistic qualities. In terms of the humanistic quality, one of the important tasks of college English courses is to carry out cross-cultural education, that is, to integrate Chinese and Western cultures into college English teaching. However, current college English teaching places more emphasis on the integration

of English culture. In order to integrate traditional Chinese culture into college English teaching, this article intends to construct a path for the integration of traditional Chinese culture based on the SPOC teaching model.

2. The Current Situation of Integrating Chinese Culture into College English Teaching

At present, due to long passages, obscure contents and complex sentences patterns in English textbooks, college English teaching faces some problems such as limited class hours and heavy tasks. Teachers mainly focus on sentence and text explanation, while neglecting the introduction to background information and humanistic knowledge. In order to understand the integration of traditional Chinese culture into college English teaching, this study designs a questionnaire, which includes four aspects and 11 questions, namely the necessity, the situation, the methods, and teachers' own cultivation of traditional Chinese culture. In this study, the English teachers from Sichuan University of Media and Communications participated in the online questionnaire, and a total of 64 valid questionnaires were collected. 81.8% of the teachers participating in the survey have a master's degree and a solid foundation in English. 57.6% of the teachers have a teaching experience of more than 3 years. The survey results show that there are several issues with the integration of Chinese culture into college English teaching.

2.1. Inconsistency between Actual Integration and Cognition

90.9% of English teachers believe that integrating Chinese culture into college English teaching is necessary, but in actual teaching, only 12% of teachers can fully integrate Chinese traditional culture. 24.2% of teachers provide students with English extracurricular learning materials related to Chinese traditional culture, and the rest of teachers rarely mention Chinese traditional culture in their teaching. The reason for this is that 60.6% of teachers believe that it is a problem of text selection in textbooks; 50.23% of teachers believe that it is due to students' English proficiency and class hour limitations; 30.1% of teachers believe that it is a limitation of teaching conditions; 18.2% of teachers believe that it is influenced by teaching evaluation orientation. As a result, according to most English teachers, it is necessary to integrate traditional Chinese culture into college English teaching. However, due to factors such as textbook discourse selection, students' limited English proficiency, and insufficient class hours, the actual integration situation is not ideal.

2.2. Teachers' Insufficient Self-cultivation of Chinese Traditional Culture

Whether teachers have a deep accumulation of traditional Chinese culture is a crucial factor for students' learning initiative and effectiveness. Although 60.6% of teachers believe they have some understanding of traditional Chinese culture, only 30.3% of teachers believe that they have good English expression skills in traditional Chinese culture, which greatly affects the integration of traditional Chinese culture into college English teaching.

2.3. Out-dated Integration Methods

In terms of methods of integrating traditional Chinese culture, 51.5% of teachers used oral expression, 54.6% used text materials, and 57.6% used audio and visual materials. This indicates that most teachers are able to integrate traditional Chinese culture in different ways. Nevertheless, these integration methods are all based on classroom teaching, with traditional teaching models that do not apply modern educational technology methods such as flipped classrooms and online-offline blended teaching.

The key to changing the current situation of insufficient integration of traditional Chinese culture lies in the rational use of modern technology, innovative teaching models, and students' active learning habits. As a result, a flipped classroom teaching model and high-quality English short videos enable the effective integration of traditional Chinese culture into college English teaching.

3. The Relationship between SPOC and the Integration of Chinese Culture into College English Teaching

3.1. The Overview of SPOC

SPOC is the English abbreviation for Small Private Online Course, which can be interpreted as "small-scale restricted online courses". The earliest concept of SPOC as a teaching model was proposed in 2013 by Professor Amand Fox of the University of California, Berkeley, USA.[2] The scale of students participating in SPOC teaching mode is relatively small, usually ranging from tens to hundreds, which is advantageous in improving students' learning participation, initiative, interactivity, course integrity, and completion rate. In practical applications, SPOC sets restrictive admission conditions for students, which means that only applicants who meet the requirements can be included in SPOC courses, resulting in a certain degree of its privacy. As a new improvement approach in the current process of curriculum reform and innovation in higher education institutions, the SPOC teaching model mainly integrates traditional courses with modern online courses. Essentially, the SPOC teaching model is a reform based on the MOOC (Massive Open Online Courses) teaching model. The basic process of the entire teaching includes: before class, teachers integrate online and physical materials based on students' individual characteristics and actual learning needs, and send them to students. By utilizing the internet and intelligent mobile devices, students can independently watch, read, and learn, allowing them to preview in advance before class. During the teaching process of physical courses, teachers can inspire and guide students to ask questions, thereby understanding the problems in students' autonomous learning process. In the process of discussing and exploring problem-solving methods with students, teachers can assist students in understanding and flexibly applying knowledge. Moreover, after class teachers can continue their interaction with students on online platforms by offering correct guidance for students' difficulties, which also facilitates teachers' control of students' learning progress.

3.2. The Promoting Role of SPOC in Integrating Chinese Culture into College English Teaching

"Internet Plus Education" is a new trend in contemporary education. With the vigorous development of network informatization and the arrival of the self-media era, the combination of online and offline teaching modes is an essential skill that every university teacher must quickly master. By transforming traditional teaching concepts, teachers can make use of SPOC to break the ecological balance of traditional college English teaching models, enhancing students' cultural exchange abilities. To improve the situation of "poor input, inefficient learning, and insufficient output" in the traditional foreign language teaching mode, students are encouraged to optimize their learning methods in the SPOC online and offline mixed teaching mode, thereby achieving better learning outcomes.

3.2.1. SPOC Helps to Enhance Students' Autonomous Learning Ability

The SPOC blended teaching model is not only conducive to cultivating students' interest in learning English, but also helps to stimulate their confidence and enable them to better achieve autonomous learning.[3] Stimulating students' enthusiasm for English learning, this new SPOC

blended teaching model cultivates their spirit of unity and cooperation. Based on the new teaching philosophy, teaching assumptions, and teaching process, a new mode of empathetic learning is implemented, helping students establish a better and clearer attitude towards self-directed learning.

3.2.2. SPOC Improves the Quality of College English Curriculum Education

The SPOC teaching model is conducive to the overall improvement of college English teaching quality. The integration of SPOC blended teaching mode and ideological and political education can further solve students' problems and achieve two-way development of English teaching and cultural inheritance, thereby improving the quality of college English teaching. The SPOC teaching model is beneficial to the improvement of college students' comprehensive ability and humanistic literacy. Under the SPOC teaching mode, the wide-ranged teaching content and the gradual learning can meet the needs of students at all levels and enhance their comprehensive abilities. Meanwhile, the integration of Chinese cultural elements is able to enhance students' humanistic literacy, thus achieving full-process and all-round education, which meets the country's demand for versatile talents [4].

3.2.3. SPOC is Conducive to the Teaching Innovation of the Integration of Chinese Culture into University English Courses

The SPOC teaching model enables English teachers to better organize and carry out Chinese cultural integration teaching. In the current era, due to the significant achievements brought by the blended teaching model, English teachers should update their traditional teaching concepts and promote innovation in college English education.[5] Strengthening the integration of information technology and English education is an inevitable trend and inherent requirement for the development of college English. The SPOC teaching model provides new ideas for the integration of Chinese culture into college English courses as well as better strategies for the implementation of ideological and political education, inevitably promoting the reform and innovation of college English teaching.

4. The Basis for the Implementation of Integrating Chinese Culture into College English Teaching

4.1. Sorting Out the Knowledge Points of Traditional Chinese Culture in College English Teaching

The selection of Chinese cultural knowledge points is the entry point for the integration of Chinese culture into college English teaching. At present, most English textbooks use famous articles from foreign journals and rarely involve Chinese culture. Therefore, the integration of Chinese culture into college English teaching needs to choose appropriate entry points [6]. The selection of knowledge points requires English teachers to understand the cultural connotations and organize relevant Chinese cultural knowledge points. Chinese cultural knowledge is based on teaching units, with unit themes, culture in discourse, or cultural differences between China and the West as integration points. After completing the organization of knowledge points, English teachers need to discuss with Chinese culture teachers to determine the accuracy and appropriateness of the knowledge points, and ultimately determine the Chinese culture knowledge points.

4.2. Learning Platform

A stable and fully functional online learning platform is an important technical guarantee for the implementation of SPOC teaching mode [7]. Learning platforms include school-built platforms and

third-party platforms. Although school-built platforms can better meet the teaching needs, third-party platforms operate more stably with stronger functions. The cloud class platform can be used as the pre-class learning platform. As a mobile teaching platform, Cloud Classroom, which requires small storage space, has functional areas such as the resource area, the activity area and the member area, making it easy to operate and learn. Students can not only watch teaching videos in the resource area, but also leave online messages during classroom discussion activities to achieve real-time interaction between teachers and students. The member area has different learning summary records such as experience values, learning progress, and resource viewing, with which teachers can roughly monitor students' learning progress. In short, the cloud class platform, as an online learning platform, can meet the needs of learning Chinese cultural under the SPOC mode.

4.3. Developing English Short Videos

Developing English short videos based on Chinese cultural knowledge is an important foundation for implementing the SPOC model. Despite abundant online videos and instructional videos related to college English textbooks, there are not many English short videos that can truly cover traditional Chinese culture. Therefore, it is crucial to develop suitable English short videos, which can not only be made by college English teachers themselves, but also be crowdsourced. In order to better implement the crowdsourcing model, an approach with low cost and high efficiency, college English teachers need to complete the compilation of Chinese cultural texts and determine learning objectives as well as specific knowledge points, laying the foundation for short video development. First of all, in the process of developing short videos, college English teachers should mobilize the group of college students to produce and integrate short videos. Being the most active and familiar with various video production and editing software, college students are able to effectively integrate modern elements into the production of English short videos about traditional Chinese culture.[8] In a short video production team composed of teachers and students, teachers' control over knowledge and students' operational skills can be put into fuller play. In addition, English teachers can also mobilize other teachers with Chinese cultural heritage to participate in the production of English short videos. Through communication and cooperation among teachers from different disciplines, high-quality English short videos can be produced to better convey Chinese culture to students. Finally, English teachers can also make full use of online resources to invite more social figures to develop Chinese cultural English short videos. In short, it requires a combination of multiple forces to develop English short videos. Nevertheless, after completing the production of English short videos, it is necessary for English teachers and Chinese culture teachers to jointly review to ensure the quality and teaching effectiveness of English short videos.

5. Construction of Chinese Culture Teaching Model for College English Based on SPOC

5.1. Setting Teaching Objectives

Based on the curriculum syllabus and the actual learning situation of college English students, we will build a SPOC with rich Chinese cultural teaching resources. Using the cloud class platform as the basic carrier, we will apply relevant traditional Chinese cultural SPOC teaching resources to construct a mixed online and offline teaching mode, which can improve students' Chinese cultural expression skills, enhance their cultural confidence, and exercise their independent learning awareness [9].

5.2. Optimizing Teaching Content

Under the SPOC teaching model of integrating Chinese culture into college English, the design of teaching content mainly involves the sorting and arrangement of knowledge points related to traditional Chinese culture, the study of cultural differences between Chinese and English languages, and the methods of expressing Chinese culture in English [10]. English teachers should arrange for students to engage in MOOC learning, which includes the content of expressing China in English, cultural differences between Chinese and English, as well as techniques of Chinese English translation. This will help students systematically learn Chinese and English translation theories and master various expression skills related to traditional Chinese culture, such as vocabulary, sentences, culture, and genres. Audio and video files related to Chinese culture can also be utilized to learn more about the background knowledge of Chinese culture, such as Confucianism, Taoism, folk art, and some historical events, so that students can understand more and more comprehensive Chinese cultural connotations, which lay a solid foundation for college students to express Chinese culture more accurately in English. When collecting teaching content and various teaching resources, it is necessary to pay attention to the reasonable screening of audio, video, text, and web materials. Searching for short and vivid teaching materials with high relevance to the text theme also matters. In order to enhance college students' identification with traditional Chinese culture and to establish cultural confidence, it also works to incorporate some experiences of famous Chinese scholars and appreciation of excellent works into SPOC courses [11]. Teachers create short videos of micro courses according to the teaching materials they collect. Meanwhile, micro video courseware can be made based on the key points, difficulties, and common problems that students may encounter in traditional Chinese culture teaching.

5.3. Innovating Teaching Strategies

To optimize information-based teaching, teachers need to innovate teaching strategies and make use of SPOC, a new teaching model, to create more space and time for students to learn Chinese cultural knowledge in English [12]. In the classroom teaching, teachers should adjust their traditional teaching roles and provide students with sufficient online resources, which allow them to engage in autonomous learning. In the practical teaching of college English, it is of great necessity to utilize the information technology teaching environment to make it easier for students to learn Chinese cultural knowledge and create a harmonious learning experience for them. For example, SPOC online classrooms can be used to assign tasks of learning Chinese culture and to interact with students, thus achieving an autonomous learning mode. Personalized online learning systems can be utilized reasonably to guide students to learn Chinese cultural knowledge in listening, speaking, reading, and writing independently. Besides, teachers can cultivate students' ability to engage in dialogues, narrations, and discussions related to Chinese culture in English. Timely feedback can be offered to students to help students to improve their oral expression of Chinese culture, consequently improving the teaching system of college English continuously.

5.4. Clarifying the Teaching Process

5.4.1. Release of Learning Tasks Online before Class

Firstly, teachers send the details of the learning tasks involved to students through online platforms, enabling them to understand specific course arrangements and grading standards. Meanwhile, it is necessary for teachers to upload relevant learning materials, such as MOOC courseware on English introduction to China, so that students can understand in advance the learning materials related to the

Chinese culture in this unit. In addition, questions about Chinese culture and excellent Chinese values can be posed for students to think about. For example, when studying the unit *Aging Society*, students can discuss the traditional Chinese cultural values of filial piety and the individualistic knowledge in the American cultural value system, allowing them to understand the fine traditions of respecting the elderly in Chinese culture, thereby enhancing college students' confidence in Chinese culture. At the same time, teachers also need to upload some analytical materials about key cultural knowledge and vocabulary, which enable students to clarify learning tasks and provide corresponding scaffolding for them.

Then, while learning the relevant courseware independently, students can record some of the problems that exist, which they can discuss with teachers via the cloud class platform. After completing independent learning and practice, students need to reflect on the differences in attitudes towards the elderly between China and Western countries and tell a story about respecting the elderly in traditional Chinese culture in English.

5.4.2. Conducting Offline Teaching in the Classroom

In the classroom, students present their speeches with topics related to Chinese culture. Based on the relevant questions and key points recorded during the self-learning process, example sentences are selected from the text and then explained by the teacher. In this process teachers need to explain the important skills and specific methods of expressing Chinese cultural elements in English, as well as various issues such as cultural awareness. They should comment on students' English expressions of Chinese culture and answer the relevant questions raised by students. In offline classroom teaching, teachers can still use the SPOC network platform to collect students' feedback, while releasing group discussion tasks to students and solving problems in a timely manner during classroom learning, which can stimulate students' autonomous learning tremendously. At the same time, teachers can encourage students to engage in independent thinking and interactive communication by asking divergent questions about the selected Chinese cultural knowledge.

5.4.3. Teaching Summary after Class

Through the combination of SPOC and offline teaching, teachers are able to provide timely online feedback on students' performance anytime and anywhere. In the meantime, it can also achieve online interaction between teachers and students after class, thus enhancing students' enthusiasm for English learning. Teachers summarize and evaluate the problems of students in the classroom according to the basic tasks before class, the students' autonomous learning situation in class and the students' mastery of translation skills in the exercises. Reflecting on the classroom teaching, teachers are capable of making targeted adjustments to the Chinese culture teaching model based on SPOC.

5.5. Several Precautions

Firstly, teachers need to grasp the nature of SPOC if they want to make full use of SPOC teaching mode to improve the teaching quality of the translation of traditional Chinese culture in college English. As a teaching resource, SPOC is a teaching tool, on which we should not develop dependence.[13] Secondly, the selection of appropriate translation materials and SPOC teaching materials should not be limited to MOOC, texts, web pages, and audio and video materials. Of course, it is inappropriate to cover all these materials in the SPOC course to achieve diversified teaching. Being consistent with the teaching content and teaching materials, the theme design should meet students' actual English ability.

6. Conclusion

In college English teaching, it is necessary for teachers to integrate new teaching models such as micro courses and MOOC with modern information technology, and to construct teaching models and transform teaching content based on high-quality online educational resources, which enable the implementation of a teaching model that combines classroom teaching and online teaching. Applying the SPOC model to the teaching model that deeply integrates Chinese culture and college English can provide some ideas for a new model construction and the teaching reform. SPOC model can expand the time and space dimensions of students' knowledge acquisition through online courses, so as to ensure that students can improve their own language and cultural level through independent learning, active learning and personalized learning. By utilizing a vast number of English teaching resources about Chinese culture on online platforms, English teachers can avoid problems such as insufficient Chinese cultural literacy and limited English expression abilities. Online learning conforming to college students' habit of acquiring knowledge, dynamic and diverse sensory stimuli can foster students' enthusiasm for learning. Through online self-directed learning of traditional Chinese culture, students are able to continuously enhance their learning independence and sense of responsibility. Meanwhile, the improvement of their English expression ability in Chinese culture can help them tell China stories well.

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