



The Impact of Curriculum Content Reconstruction of College English--Taking Listening and Speaking Course as an Example

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Abstract: With the continuous development of information technology and the continuous progress of online learning tools, the SPOC (Small Private Online Course) model effectively combines classroom teaching with online resource learning, which can attract students to prepare seriously and stimulate their participation. However, the fragmented knowledge content in current English teaching in higher education is very detrimental to the improvement of students' language abilities and the cultivation of innovative thinking. Therefore, it is particularly important to reconstruct the teaching content of English courses in colleges and universities.

Keywords: reconstruction, content system, team building, "Fixed Deposit by Installments"

Introduction

In the era of informatization, the contradiction between the trend of credit compression in college English courses aimed at non-English majors and the high and personalized needs of students for foreign language learning determine that single classroom teaching can no longer meet the social requirements. On the other hand, the form of social employment urgently needs colleges and universities to cultivate application-oriented talents. At present, the content of college English courses in many colleges and universities is not accordance with social requirements. Therefore, strengthening the teaching of general application-oriented English and improving students' comprehensive language application ability, especially language output ability, are the requirements of social development in the Internet era.

In terms of teaching modes, the rise of MOOC has provided a new thinking and approach for the reconstruction of content based college English courses, but there are also some shortcomings in this single online mode. MOOC learners may also be unable to complete courses well due to a decline in time, energy, and interest. Among numerous information-based teaching models, SPOC (Small Private Online Courses) model is the development and supplement of MOOC. SPOC can make up for the shortcomings of MOOC in school teaching. It is an integrated teaching model that apply MOOC videos to implement flipped classrooms, which is more suitable for teaching general college English courses in the information environment and improves students' enthusiasm and initiative in learning. San Jose State University in Silicon Valley, California and Bunker Hill Community College in Boston conducted SPOC teaching experiments and achieved initial results, and they drew a conclusion that the SPOC model redefined the role of teachers and innovated teaching methods.

1. Literature review

Recently, many scholars in China have explored the topic about SPOC teaching model. Wang Wei combines the

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characteristics of MOOC and SPOC teaching, emphasizes the integration of ideological and political education into the curriculum, explores the design of integrated teaching concepts, teaching preparation design, teaching process design, and teaching evaluation design. Teaching practice has shown that this model can highlight the teaching philosophy of “student-centered”, achieve student self-directed learning, collaborative learning between teachers and students, expand learning horizons, and promote the effective achievement of course teaching objectives. The innovative teaching design of combining MOOC with SPOC teaching model has a positive effect on promoting mutual learning and teaching (2024).^[1] There is also some discussion and research among domestic scholars on the reconstruction of the content system of college English courses. Starting from the connotation and characteristics of applied higher education, Huang Wantong takes college English courses as an example to explore the new positioning of college English courses under the applied higher education system, and proposes the construction of a “Three in One” college English course content system, including general English courses, applied English courses based on professional content, and work English or industry English courses guided by job requirements (2016).^[2] Xu Tao conducted in-depth discussions on the structure, system, content, and methods of college English teaching. On the basis of reflecting on the actual situation of college English teaching, he provided strategies such as reforming the curriculum system of college English teaching, selecting key points for college English textbooks, and reconstructing teaching methods and means of college English courses. It provides reference for the reconstruction and innovation of college English teaching, the continuous construction and scientific reconstruction of the structure and system, content, and methods of college English courses.^[3] Hu Zhen explored the reconstruction and innovation of the college English teaching ecosystem in the context of informatization, emphasizing the interaction and influence between teachers and students in teaching and learning, encouraging positive interaction among students, and reshaping the rhythm of interaction and cooperation (2021).^[4] Based on the characteristics and requirements of undergraduate vocational education, Hua Dan has sorted out the positioning of college English courses, clarified the figures and objectives of the courses, analyzed and reconstructed the teaching content of college English courses according to the English proficiency requirements of high-level technical and skilled talents, hoping to provide useful reference for relevant colleges and universities to carry out English teaching (2022).^[5] Taking the general college English courses as the research object, Liu Chun proposes some specific practical methods such as breaking down certain barriers between non-English majors courses and English majors courses at certain levels, constructing a “dual-perspective and three-circle” framework for English courses in colleges and universities, and reconstructing course content, aiming to providing feasible solutions for the reform and development of college English courses.^[6] By organizing cutting-edge research materials, it can be found that many scholars have explored the SPOC teaching model and curriculum system reconstruction. However, there is currently limited research on using the SPOC teaching model to organize teaching resources and reconstruct the content of college English courses, and this research direction is available.

2. Research design

2.1 Research methodology

The author conducted relevant research on the reconstruction of the college English curriculum system through a teaching and research project, mainly focusing on how to design a course content system based on SPOC mode according to the personalized needs of students and the employment ability requirements guided by OBE (taking listening and speaking course as an example). After practical research, by integrating declarative knowledge from textbooks and online resources, and combining classroom teaching to create learning scenarios to supplement corresponding scenario based knowledge, the author and project team members reconstructed the original college English listening and speaking course content according to the difficulty degree of knowledge points and the logical order of skill training. Through teaching practice, it was found that the reconstructed course content and teaching methods can promote students’ oral expression ability (such as logical content, semantic coherence, etc.) and innovative language thinking ability.

2.2 Research participants

Through the cultivation of learning methods and habits in the first semester, the author has summarized the problems of short learning cycles, mismatched learning content with a small number of students' language abilities, and weak self-directed learning abilities. A part of the teaching content has been adjusted to meet the learning demand of students in author's school. The study focuses on 120 students from two classes of liberal arts major, Radio and Television 2201 and Accounting 2203, and Engineering major, Software Engineering 2201, and Robotics 2203. In a 36 week practical study lasting three semesters, 60 students in the control class continued to implement the traditional classroom learning mode, while 60 students in the experimental class adopted the teaching mode after curriculum content reconstruction.

2.3 Research questions

The methods survey questionnaires, listening and speaking tests are applied to explore the following questions: (1) What is the impact of the newly established SPOC teaching mode on oral performance? (2) Does the reconstruction of declarative knowledge from textbook content and online resources have an effect on improving the logical and semantic coherence of student oral expression? (3) Does creating scenarios and practicing scenario based knowledge based on "Fixed Deposit by Installments" learning strategies promote innovation in student language thinking? (4) Does the restructured content system of college English courses meet the requirements for cultivating application-oriented talents under the OBE concept in colleges and universities?

3. Research process

3.1 Homogeneity analysis and pre-testing

Before the start of the 12 week course in the second semester, the project group completed: 1) oral homogeneity analysis and pre-testing for the experimental class (Software Engineering 2201/Radio and Television 2201) and the control class (Robotics 2203/Accounting 2203). Due to delayed and absent exams, the actual number of participants was 53 each, totaling 106 people; 2) Homogeneity analysis and pre-test of listening in experimental and control classes. According to the independent sample t-test structure: 1) There was no significant difference in the oral test results between the experimental class and the control class. ($P > .05$) 2) There was no significant difference in the listening test results between the experimental group and the control group. ($P > .05$)

3.2 Teaching model practice experimental process

The experimental class adopts the SPOC teaching mode after content reconstruction, while the control class adopts the traditional classroom teaching mode. The duration of the learning cycle is consistent. There are two differences in the learning mode between the control class and the experimental class: 1) The control class did not adopt the SPOC course teaching mode after content reconstruction, and the teaching platform was only limited to distributing materials and classroom Q&A. 2) The control class did not receive training in the thinking mode from cumulative accumulation to individual independent thinking and then to peer assistance, and there was no systematic learning strategy guidance, such as the "Fixed Deposit by Installments" learning strategy. Both the experimental class and the control class learned vocabulary, listening skills, and oral expression related knowledge points, but the experimental class needed to learn integrated teaching content. After completing the 36 week course, they participated in both the oral post test and the final listening test.

3.3 Data analysis

3.3.1 Speaking

A total of 104 oral samples were collected from the experimental and control classes before and after the experiment, including 52 post test audio samples from the experimental class and 52 post test audio samples from the control class. The samples were analyzed in the following two steps:

1) Review. After sample collection, two listening and speaking teachers jointly participated in the grading of each class in three aspects: oral pronunciation, intonation, semantics, language logic, and content innovation. Each item has a

score of 10 points, and the total score is 30 points. In terms of basic language abilities, it mainly tests pronunciation, intonation, and semantics; In terms of language thinking, it mainly examines language logic and content innovation.

2) Score statistics. An inter-group control analysis was conducted using SPSS 17.0 statistical software to conduct independent sample t-tests on the total oral scores and language thinking scores of the experimental and control classes. The results showed that there was no significant difference in oral comprehensive ability between the experimental class and the control class ($P > .05$), but there was a significant difference in language thinking between the two classes ($P = .045 < .05$)

3) According to the paired sample t-test, the pre-testing and post-testing results of the experimental class and the control class were analyzed, and it was found that there was a significant difference in the total language score of the experimental class ($P < .05$), indicating a significant improvement in students' language abilities; However, there was no significant difference in the total language score of the control class ($P > .05$), indicating that the language proficiency level of the students did not improve.

3.3.2 Listening

In terms of listening, a total of 122 listening scores were collected from the experimental class and the control class before and after the experiment, including 61 audio tests after the experimental class and 61 audio tests after the control class. The samples were analyzed in the following two steps:

1) Review. After sample collection, a machine is used to score three aspects of news, dialogue, and discourse, with a total score of 35 points. In terms of listening skills, the main focus is on news and dialogue; In terms of language thinking, it mainly examines discourse comprehension.

2) Score statistics. SPSS 17.0 statistical software was used to analyze independent sample t-test for inter-group control analysis of total listening scores in experimental and control classes. The results showed that there was no significant difference in the comprehensive listening ability between the experimental class and the control class ($P = .134 > .05$)

3.4 Analysis of research results

① There was no significant difference in the total score of oral English and listening between the experimental class and the control class, mainly due to the following reasons:

a. Basic language skills require long-term training to improve. But most students start learning English from junior high school, and their learning habits and patterns have already formed in the early and high school stages. Due to the influence of district, schools, teachers, learning resources, and learning time, most students are still unable to improve their basic abilities during the 36 week learning process. Long formed habits such as pronunciation, language expression, and listening practice cannot be improved in a short period of time.

b. Listening and speaking, the forming is language input, and the latter is language output. Although there is a correlation in the demand for abilities, there are still differences in the strategies and methods of self-directed learning among students. Therefore, the restructured SPOC curriculum teaching mode has no significant impact on listening ability.

② There is a significant difference in language logic and content between the experimental class and the control class, while the experimental class has a significant difference in speaking ability before and after the semester through the SPOC teaching model and the implementation of the "Fixed Deposit by Installments" learning strategy. The main reasons are as follows:

a. The new teaching model is more about guiding students to change their thinking patterns, from passively receiving information, to actively searching and selecting learning content, and then to personal thinking and team discussions. The starting point of each stage is based on student needs, and by solving problems, students understand the significance of actively participating in learning and have a different understanding of the concept of learning. Through various tasks and activities, students' enthusiasm and participation have significantly improved, which is very helpful for improving their oral skills.

b. The strategy of "Fixed Deposit by Installments" learning is reflected in the ability of students to process knowledge.

Driven by problem-solving, students analyze knowledge, collect, select, and expand it with the help of online resources. After multiple rounds of internalized learning and team discussions, they reconstruct their knowledge and find a more suitable way to master it according to their language abilities, which helps with language innovation.

4. Conclusion

Through the reform of the curriculum content system, it has been found that there is an effect on cultivating students' language thinking, but the effect on overall language ability is not significant, and it cannot reflect the changes in the knowledge system and structure of most people. Therefore, in the process of language learning, the improvement of new teaching models and content systems requires longer practice to play a better role. In future research, teaching activities can be improved to guide students to try new methods and strategies to learn different types of knowledge, and to improve their learning and construction abilities from different dimensions.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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